Welcome to the spring 2017 issue of the LSI SIG newsletter! Once again, I would like to thank our newsletter editor, Pamela Angelle, and two co-editors, Lee Flood and Alison Wilson, for their efforts in putting the newsletter together. A lot has been happening in the SIG, and the members of the Executive Committee and I are pleased to be able to update you on these activities through the newsletter twice a year.

In this issue of the newsletter, you will find information about our annual business meeting, the dissertation of the year finalists, and an interview with Patricia Virella, a SIG member and the principal of Girls Prep Lower East Side Elementary School in New York. You will also find the graduate student column, which in this issue focuses on selecting a dissertation topic, a list of recent publications from members, job announcements, and a call for manuscripts, among other things.

The spring issue of the newsletter is published just before the AERA Annual Meeting. This year, we received a large number of competitive paper submissions, and we are pleased to announce that we will be offering three paper sessions, and three round table sessions. Thanks to Angela Urick for serving as the SIG program chair and to the many reviewers for their efforts in ensuring we have a strong program.

The AERA Annual Meeting is also where our annual business meeting is held. This year’s meeting will be held Friday, April 28th, 6:15 – 7:45 p.m. in Room 217B of the Henry B. Gonzalez convention Center. Each year, we invite a guest speaker, or a panel of speakers, to discuss critical issues related to leadership for school improvement. This year, we will have a panel discussion titled International Perspectives on Leadership for School Improvement. The four panelists have spent many years conducting research in a variety of international contexts as members of the International Successful School Principals Project and/or the International School Leadership Development Network. The panelists will discuss the main challenges school leaders encounter when leading school improvement efforts in the contexts.
where they conduct research, as well as the strategies leaders successfully employ in response to these challenges. Our panelists are:

Helen Goode (University of Melbourne)
Olof Johansson (Umeå University)
Ross Notman (University of Otago)
Charles Slater (California State University, Long Beach)

Another important piece of business we conduct each year is the presentation of the SIG Dissertation of the Year Award. This year, the finalists are Romy DeCristofaro (University of Illinois, Chicago), Arronza LaBatt (The George Washington University), and José Montaño (Loyola Marymount University). Congratulations to the finalists and their advisors. The winner will receive a $500 check and give a brief overview of his or her dissertation at the meeting.

This year, Lee Flood, who also serves as a graduate student representative on the SIG Executive Committee, will be tweeting from the Annual Meeting. Follow him at @LSI_AERA_SIG for updates on SIG activities.

I am pleased to announce that we have partnered with Information Age Publishing (IAP) to begin a Leadership for School Improvement book series. Pam Angelle has volunteered to serve as the series editor. LSI SIG members can look forward to receiving future calls for book editors from Pam. Thanks to Pam and IAP president, George Johnson, for making this opportunity possible.

Finally, I would like to thank the current members of the Executive Committee for their dedication and hard work in support of the mission of our SIG. I would also like to welcome the newest member of the Committee, David DeMatthews. David, who is an assistant professor at the University of Texas at El Paso, was recently elected as the 2016-17 Dissertation Award Committee Chairperson. Congratulations, David.

Kind regards,
Hans Klar
As the principal at Girls Prep Lower East Side Elementary School for the past six months, Patricia Virella feels called to do the work. She says that this is important because you give so much of yourself as a principal. According to Virella, “Being principal is really hard work, but it is the best job.” In talking with Virella about her work in education, her passion and commitment to students is clear. She describes herself as a “different type of principal…just trying to be me and lead our girls to excellence.” She also says that she is fortunate to work in a district where she is heard, and that this enables her to lead with a vision and get the support that she needs. Ultimately, Virella states that “the joy of working with parents and students is unparalleled.” In the following sections, Virella brings her perspective to bear on the relationship between research and practice, and how practitioner experience can inform leadership for school improvement research.

The Meaning of Leadership for School Improvement

Virella associates leadership for school improvement with opportunity. She says that another important aspect of leadership for school improvement is educational entrepreneurialism, which she distinguishes from the capitalistic use of the term. For Virella, this means “doing something different with the same resources or less and providing an avenue.” Thus, she says that transformational leadership entails finding better ways to leverage available resources and doing more of the good things that are already happening. To illustrate this, Virella points to her school’s efforts around literacy. Because reading is one of her school’s strengths, she says that they work to engage families in literacy and really “blow it open.” This involves asking, “What are other avenues we can go down to support excitement about literacy and the joy of reading?”.

What School Leaders can Teach University Researchers about Leadership for School Improvement

In discussing the gaps between research and practice, Virella says that there is “a lot of intellectualization of scenarios that are not applicable on the ground.” Because teaching is “intensely personal” and teachers approach their work with good intentions the vast majority of the time, she says that more support is needed to set people up for success and make them want to stay, particularly in school contexts with high turnover. For Virella, this means providing the tools and experiences that are needed when the “rubber meets the road” and teachers and school leaders are faced with difficult conversations with families. Because people’s experiences shape the narrative, she says that this is particularly important for new teachers working in urban settings. According to Virella, aspiring teachers and school leaders...
need opportunities to address pragmatic issues – such as how do deal with a hostile parent -- and practice, role play, and write/rewrite situations they will encounter. She also suggests that this increased access to practical knowledge should be at a high, or exemplar, level. This helps provide an adaptable framework so that good habits of practice can be used in different contexts. Virella also acknowledges that supporting teachers’ practical knowledge has important ramifications for the students and families that they serve. She illustrates this as she poses the question, “You want to do right by these families... all families deserve the attentiveness and the nuanced conversations of support… are we preparing teachers and leaders to do that work?”.

Leadership for School Improvement Needed Research
Virella says that this is a difficult question to answer because there are so many components of school improvement. In general, she says it is important for school leaders to have access to research that supports their theory of action. In particular, they need ways to accurately diagnose the underlying causes to help schools turn around. Virella also suggests that access to consolidated research could help school leaders grappling with multiple problems. For her, absenteeism and enrollment represent an “uncracked piece of the puzzle.”

Schools and Universities Working Together to Improve Schools
To address the declining number of teachers entering the profession, Virella suggests the potential for partnerships between strong institutions across the country to expand the pipeline of teachers beyond Teach for America. She also says that universities can work with schools to expose aspiring teachers to a variety of school settings and help promote teacher-school fit. To illustrate why this would be beneficial, Virella points to high turnover rates in urban settings and proposes that these could potentially be reduced if teachers had realistic expectations about the school contexts where they would be working and networks of support to promote their success. Ultimately, she says that teacher preparation programs should open doors that get people into schools, and these opportunities should not just be limited to student teaching. Professors and advisors can help facilitate increased exposure to school settings by visiting diverse school contexts and providing contacts that help connect their students to schools.

Words of Wisdom for the new Secretary of Education about School, Teacher and Student Needs
Virella says that a point she would like to get across is that “privatization of education doesn’t equal excellence.” Rather, she says excellence is more about training and development, including the quality and rigor of teacher and leader preparation programs. To illustrate, she says that she benefited from a “no shortcuts” program that provided opportunities for her to develop into a thoughtful leader. Virella says that one thing she learned from her program was that it is easy to pick out flaws and much harder to “pick out the things that are beautiful and the joy that is happening.” She notes that public criticism of
teaching and learning doesn’t help the narrative around education and there are positive things happening across the country that should be recognized. She is particularly skeptical of criticism that is not rooted in experience, and notes that “people with the most critical eye are the principals.” Rather than public criticism, she says that educators need hope and love. Virella offers, “I would love for her (Betsy DeVos) to see the joy and the possibility that occurs in my school.”

Concluding Thoughts
An important theme that runs throughout Virella’s responses is the importance of strong teacher and principal preparation programs. In particular, she emphasizes the need for teachers and school leaders to have opportunities to address pragmatic issues, practice how they might effectively respond to these issues, and have models for what high performance looks like. Further, aspiring educators could benefit from more contact with schools throughout their program of study. Virella also suggests that practicing school leaders continue to need support to diagnose and address the underlying issues that are contributing to underperformance, and leadership for school improvement research is well situated to address this need. This further underscores the need for university researchers to understand the pragmatic issues that school leaders are facing in a variety of school settings. Finally, Virella demonstrates the importance of authenticity in approaching her work. Along with strong preparation and implementation of best practices, she suggests that it is important for school leaders to be able to “interject their authenticity.” This is a key point because it speaks to the personal nature of the work and the individual attributes that inform leadership approaches.

Biography:
Patricia Virella is currently the Principal of Girls Prep Lower East Side Elementary School and a recent graduate of Bank Street College’s Principal Institute. Virella has worked exclusively within the urban intensive setting. She is a graduate, panelist and adjunct professor at Sarah Lawrence College’s Art of Teaching Program. Virella’s work there has focused on such topics as “Leading to Continue the Art of Teaching.” Recently, she has presented at the 2016 National Girls School Conference, on implementation of Interdisciplinary Framework in STEM.
Congratulations to the 2016 LSI SIG Dissertation of the Year Award finalists!

Submissions for the LSI Dissertation of the Year were reviewed in two stages. First, we reviewed executive summaries of the dissertations submitted by our applicants. Then we invited the three finalists to submit their complete dissertations for review. The criteria by which the dissertations were examined included alignment with the LSI SIG mission, the intent to address significant research question(s) situated within the context of school leadership and student learning, a clearly articulated and appropriate conceptual framework, use of rigorous and appropriate research methods, communication of significant findings, discussion of the contribution of the findings to research and practice, the quality of writing, and LSI SIG membership. The winner will be announced at the LSI SIG business meeting at the 2017 AERA Annual Meeting. At the business meeting, the award winner will give a brief overview of his/her dissertation and both the winner’s advisor and the finalists will be recognized.

A tremendous thank you to the reviewers who dedicated numerous hours of their time to identifying the winner of the 2016 LSI SIG Dissertation of the Year Award:

Susan Curtin, University of South Dakota
Lavetta Henderson, Florida A&M University
Kristin Shawn Huggins, Washington State University
Kendra Lowery, Ball State University
Angela Urick, University of Oklahoma
Doug Wieczorek, Iowa State University
Evaluation Criteria:

To be considered for the LSI SIG Dissertation of the Year Award, dissertations must:

- Be submitted by a LSI SIG member, a student of a LSI SIG member, or a graduate student LSI SIG member
- Align with the LSI SIG mission
- Seek to address significant research question(s) situated within the context of school leadership and student learning
- Have a clearly articulated and appropriate conceptual framework
- Use rigorous and appropriate research methods
- Relate significant findings
- Discuss the contribution of the findings to research and practice
- Be well written

The finalists for the LSI SIG 2016 Dissertation of the Year Award are:

Finalist: **Romy DeCristofaro, UIC College of Education**
Advisor: Shelby Cosner
Dissertation: *A Multi-Case Study Examining Reflection within Collaborative Teacher Inquiry*

Finalist: **Arronza LaBatt, The George Washington University**
Advisor: Jennifer Clayton
Dissertation: *Balancing the Role of the Principalship: Creating and Sustaining Equity and Excellence in an Accountability World*

Finalist: **José Montaño, Loyola Marymount**
Advisor: Elizabeth Reilly
Dissertation: *Latino and Latina Urban Elementary Principals’ Entry into Educational Administration*
Romy DeCristofaro is the Assistant Director for Student and Special Services in Wilmette District 39 in Illinois. She also serves as the Board Chair of a charitable organization called Camp Jorn YMCA. She received her Ph.D. in Curriculum and Instruction from the University of Illinois at Chicago. Romy’s work drew from constructivist, situated, and transformative learning theories to investigate collaborative teacher inquiry within the context of grade-level teacher teams in multiple school districts.

Dr. Arronza LaBatt has been a career educator for 26 years. Over the course of her career she has served as a high school science teacher, instructional specialist at the district level, and an elementary school assistant principal. She has also served in multiple central office administrative roles, most recently as Executive Director to the Deputy Superintendent, Office of School Support and Improvement, Montgomery County Public Schools, Montgomery County, Maryland. Her interests include school improvement, social justice, educational leadership, leading for equity and excellence, supervising and evaluation of effective instruction and leadership, and professional learning. She is also an adjunct professor at The George Washington University, Graduate School of Education and Human Development.

José Montaño, Ed.D., received his doctoral degree from Loyola Marymount University in May 2016. He presently serves as principal of Washington Elementary School in Santa Ana, California, and has over 20 years of experience as an educator and administrator in public and charter schools as well as in higher education. Dr. Montaño’s research focuses on the experiences of Latino and Latina principals in a large California urban school district and emphasizes the need for a larger pool of educators that mirror California’s student population. The research is grounded in Freirean concepts and proposes a recruitment model to widen the education pipeline for Latino educators and address the need for more Latino administrators. Dr. Montaño draws inspiration from the students he serves and continues to pursue leadership roles that allow him to advocate for social justice in public education.
Thoughts on Selecting a Dissertation Topic

Lee D. Flood
The University of Tennessee

Some people come into their doctoral program with a topic of interest and spend their years of coursework developing and refining that topic through the various content, frames, and perspectives that they are exposed to over their course of enrollment. For example, I have a cohort member that came into the program on day one focused on leadership in turnaround schools and her dissertation explores the very same topic. However, not all students follow such a straightforward path in arriving at the guiding focus for their dissertation.

Choosing a dissertation topic can be difficult, frustrating, and, at times, seemingly impossible for some doctoral students. I, for one, drove my chair crazy with my revolving door of ideas, each one informed by newly acquired knowledge or methodologies. However, I am here to tell you that there is hope even for the hopeless (like myself)! In this column, I want to offer the mentally wandering, indecisive, and noncommittal graduate student some advice on honing in on a dissertation topic from my own experience and the experiences of those that I’ve come across in my studies. By no means is this meant to be an exhaustive list or definitive article on the topic. Rather, this column serves as a friendly conversation from one graduate student to another.

I would offer that the most important and beneficial activity a graduate student could do to assist their choice of a dissertation topic is to read. If you’re unsure of a specific topic, read journal articles in the general area that you are interested in. Read to learn the scholars in the area, the lingo, and the common methodological approaches that will help your study. More importantly, read to find the holes and the gaps that scholars address, identify, and express the need for future interrogation into. These are the cracks and crevices where dissertations are born. Is there a need for replication studies? Do the authors suggest a need for research that explores the phenomenon in different contexts? Should the phenomenon be researched with a mixed methods approach? Authors of these articles will help direct you into a specific direction. In addition to the direction, they will have provided the ammunition to build your argument for your study with their explicit call for its very existence!

I work closely with another Graduate Research Assistant and in preparation for this column I asked him his advice. He succinctly stated, “Pick something you’re passionate about and won’t get tired of staring at for years”. I’m sure many graduate students try to find

Read

Something You’re Passionate About (Yet Know Yourself)

Thoughts on Selecting a Dissertation Topic
something they are passionate about, but the piece of advice about being comfortable with being completely saturated with a singular topic is important. I’m not one that would invest myself into a project that I thought I already knew the answer to or that didn’t have some novelty in the process. I find a great deal of appeal in trying to better understand something that I don’t have a readily available answer for. You know yourself better than anybody. Is this topic one you care about, but would be boring to commit years of your life to? Find something that not only interests you, but excites you to explore.

Be Strategic
As you try to select a topic, remember that the ultimate goal is to finish. Select something that is realistically accomplishable. Sure that multi-site, mixed-methods case study that includes 500 interviews with superintendents, principals, teachers, paraprofessionals, students, parents, and maternal grandparents followed up by a two hour survey instrument will get to the heart of the issue, but you will be a Doctoral Candidate Emeritus by the time you finish. The questions should guide the methodology, but that doesn’t mean you shouldn’t be aware of what you are getting yourself into. Perhaps, you can focus on a topic that leverages the relationships that you have made during your doctoral study that will make completing the dissertation easier than starting off without any gatekeepers in place.

Ponder
I’m stealing the concept of pondering directly from my dissertation chair, but I think it is a useful one. Set time aside each day to simply think about your focus. I would extend the pondering to include discussing your ideas with your close confidants and colleagues to get outside of your own head and have your ideas critiqued, cosigned, or crushed by someone else. Topics that seem to be flawless in our heads often crumble when put into words for an audience.

I hope this stimulates some thought and, hopefully, helps at least one fellow graduate student as they work towards completing their dissertation. If you would like to contribute what helped you select your topic, please get in touch with me. I’d love to engage with new and fresh ideas that I might be able to pass along during my career.
Podcast for Researchers

A member of our SIG, Dr. Jóhannes Miðskarð, from University of the Faroe Islands, is the producer of a podcast that is aired once a month on iTunes, Stitcher and on the World Wide Web. The podcast is called “Research in leadership in schools, early childhood settings and social care settings”. The target group for the podcast is researchers and lecturers who specialise in leadership in schools, daycares and/or social care settings; likewise the target group is head teachers, daycare managers and social care setting managers. The aim of the podcast is to disseminate leadership research more widely, so, at the end, the users will get a better school, daycare and social care.

You can listen to the podcast here:

https://itunes.apple.com/dk/podcast/research-in-leadership-in/id1102905542
The podcast is available on other podcast-platforms as well.

Among others are interviews with Jill Jameson and Philip Hallinger. Soon there will be published a podcast with James Spillane.

Follow us on Twitter

The Leadership for School Improvement SIG is now on Twitter.

Follow
@LSI_AERA_SIG
Leadership for School Improvement SIG
Executive Committee Meeting Agenda

Meeting Details:
UCEA Business Meeting: Saturday, 19 November 2016, 7:00 to 7:50 am
Detroit Marriott at the Renaissance Center, 5, Nicolet A

2016-2017 Officers:
Past Chair: Jennifer K. Clayton
Chair: Hans Klar
Program Chair: Angela Urick
Secretary/Treasurer: Kristin Shawn Huggins
Dissertation of the Year Award Chair: Rebecca Thessin
Newsletter Editor: Pamela Angelle
Newsletter Co-Assistant Editors: Lee Flood and Alison Wilson

Present: Pam Angelle (University of Tennessee), Susan Kirkland (South Dakota) Elson Szeto (Education University of Hong Kong), Annie Cheng (Education University of Hong Kong), Linda Kay Mayger (College of New Jersey), Doug Wieczorek (Iowa State), Hans Klar (Clemson University), Angela Urick (University of Oklahoma), Kristin Huggins (Washington State University)

Agenda

Welcome (Hans)
Hans welcomed everyone and discussed the way governance works with rotating officers. Then, everyone in attendance introduced themselves.

Acceptance of Previous Business Meeting Minutes (Hans)
Pam moved for acceptance of minutes and Kristin seconded. Minutes approved.

Newsletter (Pamela)
Pam talked about the newsletter being sent the week before UCEA. She talked about Sam Stringfield, Alison’s article on work/life balance, and the LSI-SIG Dissertation of the Year Award. Hans talked about the ongoing challenge of getting access to the LSI-SIG AERA website.

Update of Membership and Financial Status (Kristin)
Kristin reported that there were 244 current members. She mentioned that membership renewal needs to occur by January 1st. The LSI-SIG currently has $3,747.58 in the LSI-SIG’s AERA financial statement balance. The last financial statement was constructed in August. Since then, AERA has solicited membership renewal from members. Therefore, the financial statement will change as the AERA Annual Meeting gets closer and people renew their memberships. Hans talked about the LSI-SIG membership usually being around 220 members. Hans talked about usage of funds in the past and the projected usage of funds in the future, including food/drink service at both the UCEA Convention and the AERA Annual Meeting and the Dissertation of the Year Award.

Dissertation of the Year Award (Hans for Rebecca)
Hans talked about the Dissertation of the Year Award and the time period of dissertations between December 1, 2015 and November 30, 2015. Hans talked about the $500 Award, the winner speaking at the LSI-SIG AERA Business Meeting, and recognition of the advisor. A question was asked about the responsibility of the advisor in verification of the dissertation completion date and if only an email...
exchange was required. It was determined that only an email confirmation from the advisor was necessary. A question arose about international submissions. It was confirmed that international submissions are accepted for the Award. Hans mentioned that the LSI-SIG has had Ph.D. and Ed.D. submissions, that the last awardee was a three-article dissertation, and that practitioners have submitted.

SIG Elections (Hans)
Hans talked about needing nominations for Dissertation of the Year Award officer. He said at least two individuals needed to be nominated or self-nominated.

Graduate Student Connections (Lee)
Pam provided the Graduate Student Report for Lee who could not attend UCEA. Lee has set up an LSI-SIG Twitter account to tweet a place for LSI-SIG graduate students to meet at AERA. Pam mentioned that we have a Twitter account with no one to tweet. Pam asked us to encourage people to tweet. Pam asked if anyone had ideas about how the LSI-SIG could get graduate students involved, since LSI-SIG membership is open to them. Elson asked whether emails and Facebook messages had been sent to graduate students. Hans mentioned that Facebook was not something the LSI-SIG had considered. The main concern is maintenance.

AERA Program (Angela)
Angela gave an update on the LSI-SIG AERA Annual Meeting Program. The LSI-SIG received 37 paper submissions and one transfer. Angela mentioned that the transfer was a good fit. The LSI-SIG had two sessions submitted. One of the sessions was accepted. Angela reported that her process for constructing the program was based upon a balance between scores and participation. Three paper sessions, three round table sessions and LSI-SIG Business Meeting will be included in the LSI-SIG portion of the AERA Annual Meeting Program. Angela mentioned the titles of the paper sessions: leadership for equity and student learning; the role of teacher in school leadership and improvement; leaders and change in policy and practice. Angela mentioned that she tried to put only three papers in the roundtables and that she requested the longer period of time (i.e., 90 minutes) for four or five papers in the paper sessions.

Planning for AERA Business Meeting (Hans)
Hans mentioned that the Executive Committee would like input from the members about the AERA Business Meeting and how the panel of International School Leadership Development Network members might be facilitated. Doug mentioned that often people go to the comparison of international contexts, but that it would be interesting to hear how each participant perceives that rhetoric – what can we learn from each other in a very local context? Pam asked if the focus should be on the research itself or how the participants do their work. Pam mentioned that each participant might give five minutes of context - What are challenges? What are current initiatives? What strategies have been successful? Kristin mentioned she could send contextual pieces of each of the participants prior to the LSI-SIG Business Meeting. Susan talked about a book series that has been offered to the LSI-SIG. She said the series would give the LSI-SIG an opportunity to send out a call every year. That way, the LSI-SIG would have a regular publication. Angela mentioned international school improvement research. Pam mentioned that she is willing to take the lead on the book series and would be the book series editor. Hans said Pam was awesome. Susan mentioned that we might want an historical overview of the LSI-SIG for the first book in the series.

Any other Business
No other business was mentioned, and the meeting was adjourned.

Next Executive Committee Meeting: January 26, 2017
Thank you to LSI members who participated in the development of the program this year. We received a total of 39 submissions from a number of national and international scholars who addressed a wide variety of issues related to our mission. We especially appreciate our reviewers who volunteered their time to provide thoughtful feedback. Your efforts make a successful program. We look forward to engaging with the chairs and discussants who have graciously agreed to lead our sessions. We anticipate your hospitality and input.

This year we were able to offer you more sessions because of a slight increase in schedule allotments. In addition, the paper sessions are a full two hours in order to better accommodate a slate of five presentations. Below is a list of all SIG sessions at the upcoming annual meeting. Please check out the online program for a full list of authors. We hope to see you at sessions and at our business meeting.

Thursday, April 27th, 4:05 – 6:05 p.m., Henry B. Gonzalez, Meeting Room Level, 213A
**School Leadership for Equity in Student Learning** (Paper session)
Chair: Mary A. Hooper, University of West Georgia
Discussant: Martin Scanlan, Boston College

Friday, April 28th, 8:15 – 10:15 a.m., Henry B. Gonzalez, Meeting Room Level, 213A
**Role of Teachers in School Leadership and Improvement** (Paper session)
Chair: Douglas M. Wieczorek, Iowa State University
Discussant: Shelby A. Cosner, University of Illinois at Chicago

Friday, April 28th, 4:05 – 6:05 p.m., Henry B. Gonzalez, Meeting Room Level, 213A
**Leaders and Change in Policy and Practice** (Paper session)
Chair: Jayson W. Richardson, San Diego State University
Leadership for School Improvement SIG Program
AERA 2017

Discussant: Kristina Astrid Hesbol, University of Denver

Friday, April 28th, 6:15 – 7:45 p.m., Henry B. Gonzalez, Meeting Room Level, 217B
Business Meeting (will have refreshments)

Saturday, April 29th, 10:35 – 12:05 p.m., Henry B. Gonzalez, Ballroom Level, Hemisfair 1
School and District Leaders Making Policy Decisions (Roundtable session)
Chair: Helen O. Au, University of Hawaii at Manoa

Sunday, April 30th, 8:15 – 9:45 a.m., Henry B. Gonzalez, Ballroom Level, Hemisfair 1
Affective Leadership in Schools (Roundtable session)
Chair: Catherine Ann O’Brien, Gallaudet University

Sunday, April 30th, 12:25 – 1:55 p.m., Henry B. Gonzalez, Ballroom Level, Hemisfair 1
Leadership in High-Poverty Schools (Roundtable session)
Chair: Emma P. Bullock, Utah State University

Sunday, April 30th, 2:15 – 3:45 p.m., Henry B. Gonzalez, Meeting Room Level, 217B
Examining How Principals Engage with Discipline-Specific Instructional Reforms (Symposium)
Chair: Lynsey K. Gibbons, Boston University
Discussant: Tricia Browne-Ferrigno, University of Kentucky

In Joyful Service,

Angela Urick

LSI SIG Program Chair
University of Oklahoma
Recent Publications from Members


DOI:10.1177/1942775116658689.


Leadership for School Improvement SIG
2017 Business Meeting

International Perspectives on Leadership for School Improvement

Helen Goode, University of Melbourne (Australia), ISLDN-LHNS Strand, ISSPP

Ross Notman, University of Otago (New Zealand), ISLDN-LHNS Strand, ISSPP

Charles Slater, California State University Long Beach, ISLDN-LSJ Strand

Olof Johansson, Umea University (Sweden), ISLDN-LHNS Strand, ISSPP

Friday, April 28 6:15 to 7:45pm
Henry B. Gonzalez Convention Center
Meeting Room Level, Room 217 B
Helen Goode has worked in primary, secondary, tertiary and adult education in the State, Catholic and Independent Schools in Victoria, Australia. In addition to her work as a sessional lecturer in the Master of Educational Management and Master of Literacy Leadership and part time research assistant at The University of Melbourne, Australia, she operates her own educational consultancy business specialising in principal appointment and coaching, leadership development and organisational review. She is a member of the International Successful School Principal Project (ISSPP) and the ISLDN (International School Leadership Development Network) and presents frequently at conferences both in Australia and overseas. Research interests and work includes sustainability of successful leadership, marketing in schools and the role of coaching in building leadership capacity. She sits on and consults with a number of educational and other Boards of Management, Councils and Commissions. In 2004 she was made a Fellow of the Australian Council of Educational Leaders of Victoria and in 2016, a Fellow of the National ACEL.

Ross Notman has been a senior lecturer in Education at the University of Otago since 1999, and became Professor and Dean of the College of Education in 2017. He has worked extensively in principal appraisal and in leadership support mechanisms through activities, such as coaching and group support networks. He was the foundation Head of Department, Education Studies and Professional Practice, at the new University of Otago College of Education between 2007 and 2008. In 2009, he was a Visiting Fellow to the Teacher and Leadership Research Centre at the University of Nottingham. Ross has presented at international leadership conferences in the UK, Sweden, Canada, USA, Germany, South Africa and Australia. He is the editor of two significant publications on successful educational leadership in New Zealand. As part of his sabbatical leave in 2014, Ross was Visiting Academic at the University of Nottingham and Oxford University. On his return, he was the NZEALS Visiting Scholar and presented a series of educational leadership papers across New Zealand. In 2016 Ross was made a Fellow of the New Zealand Educational Administration and Leadership Society.

Charles Slater is Professor of Educational Leadership at California State University Long Beach. He previously served as professor at Texas State University San Marcos, and was superintendent of schools in Texas and Massachusetts. He has published articles on educational leadership in the U.S., Costa Rica, Spain, and Mexico as well as other topics in journals such as: Educational Administration Quarterly; Education, Management, Administration and Leadership; School Management and Leadership; the Journal of Educational Administration; the International Journal of Servant Leadership; the Educational Forum; the Journal of School Leadership; the International Journal of Leadership in Education; and the Journal of Adult Development.

Olof Johansson is professor of political science and Head of research at the Centre for Principal Development at Umeå University in Sweden. His research interests are school leadership, principal training, school governance, school effectiveness, school improvement, values, and ethics in relation to school leadership. He received the D.J. Willower Centre for the Study of Leadership and Ethics award for Excellence in research in 2010. He is presently working on four large research projects, which all have international counterparts; The International Successful School Principalship Project (ISSPP); National Policy meets Local Implementation Structures and European Policy Network on School Leadership and finally, together with professor Stephan Huber on a World School Leadership Study that will be launched 2017. In 2014/15 professor Johansson was the principal investigator for the Government of Sweden in relation to ‘Principals working conditions and pedagogical leadership’. Contact: Olof.CA.Johansson@umu.se

International School Leadership Development Network (ISLDN)
http://isldn.weebly.com

International Successful School Principals Project (ISSPP)
https://www.uv.uio.no/ils/english/research/projects/isspp/
Manuscript Deadline: July 1, 2017

www.southernct.edu/jelps/

Journal of Educational Leadership and Policy Studies (JELPS) ISSN#: 2473-2826 is an open access online peer review electronic journal dedicated to establish a global network and platform among researchers, policymakers, educators and school leaders to provide readers with an enhanced awareness of strategies and policies for improving school success and student achievement through effective leadership.

JELPS seeks manuscripts to help share best practices and policies in four leadership domains: Instructional Leadership, Talent Management, Organizational Systems, Culture and Climate. JELPS welcomes articles based on practice and research with an explicit educational leadership or component that examines the function of school leaders from a variety of perspectives including but not limited to, those based on quantitative, qualitative, mixed method empirical analyses, action research, and ethnographic perspectives as well as those that view educational leadership from philosophical, historical, policy, and/ or legal points of view.

Authors will receive initial review decision notifications within a 4 to 6 week.

Please review the Call for Articles at https://go.southernct.edu/jelps/#call-for-articles

JELPS is also accepting papers for the Special Issue on The Gordon Paradigm of Inquiry and Practice. Manuscript Special Issue Deadline: July 1, 2017

Manuscripts should be sent to Dr. Olcay Yavuz, Editor-in Chief, Journal of Educational Leadership and Policy Studies for initial review at yavuzo1@southernct.edu
For questions and inquiries about the submission, contact JELPS
The Internal Coherence Framework presents a system of research-based practices for assessing and developing the conditions that support adult and student learning in schools.

Internal coherence is defined as the ability of educators in a school or system to connect and align resources to carry out an improvement strategy, engage in collective learning, and use that learning to provide students with richer educational opportunities. The internal coherence framework featured in the book brings together three important domains of research: leadership for learning, organizational improvement, and instructional efficacy.

School or system leaders who progress through this book with colleagues will develop a shared vision for ambitious teaching and learning anchored in the instructional core; organize the work of the leadership and teacher teams to advance this vision; and build psychologically safe team, school, and system cultures to support the risk taking and constructive challenges necessary to move schools or systems to the next level of performance.

At the heart of the book is a survey and rubric that can help schools better understand their strengths and weaknesses and the kinds of resources they need to support student learning. The book blends theory and practice to bring tested wisdom to bear on critical issues of education leadership and professional learning.

Praise
This book provides a compelling call to action for educators to focus improvement work on the ‘instructional core’: the interactions among students, teachers, and content in classrooms. Even more importantly, it marks a clear path for taking that action: how to mobilize teams to focus on the core and then sustain and deepen their efforts. I have already begun integrating key insights from The Internal Coherence Framework into my Data Wise courses. — Kathryn Parker Boudett, director of the Data Wise Project and lecturer on education, Harvard Graduate School of Education

Gathering proven best practices, the authors articulate clear, actionable processes that create and sustain learning communities in pursuing lasting improvement in student achievement. Educational reform is not for the faint of heart: The Internal Coherence Framework makes it doable. — Michael Sorum, former deputy superintendent, Fort Worth Independent School District, Texas

The Internal Coherence Framework is a rare example of how to create an effective structure that can be applied to any school or district. It should be required reading for teachers and administrators. — Jeffrey C. Riley, superintendent and receiver, Lawrence Public Schools, Massachusetts

Authors
Michelle L. Forman works as a consultant helping schools and districts develop internal coherence. Elizabeth Leisy Stosich is a research and policy fellow at the Stanford Center for Opportunity Policy in Education. Candice Bocala is a senior research associate at WestEd, where she studies data use in education, professional learning, school improvement, and special education.
**Send In Your News!**

Please send Emerging Scholars abstracts, call for manuscripts, conference announcements, reading lists, or publications you would like to have considered for publication in *LSI Newsletter* to:

**Lee D. Flood, Co-Editor LSI Newsletter**
lflood@vols.utk.edu

**Alison Wilson, Co-Editor LSI Newsletter**
alisonwilson@ou.edu

*Please be sure to make any submissions in Microsoft Word format ONLY.

---

**Attention Graduate Students!**

Please join us at AERA for the LSI SIG Business Meeting on Friday, April 28 from 6:15 to 7:45pm. The business meeting will be held at the Henry B. Gonzalez Convention Center, Meeting Room Level, in Room 217B. This is a great opportunity to connect with other graduate students and network with faculty and practitioners doing work relevant to leadership for school improvement. Drinks and light refreshments will be served, and graduate students will receive a free drink ticket. We encourage you to invite other graduate students to attend and get involved in the SIG. We would also love to hear from you and get input on how the SIG can meet your needs as graduate student members.

Please address any questions or feedback to Alison Wilson, alisonwilson@ou.edu, or Lee Flood, lflood@vols.utk.edu.

We look forward to connecting with you at AERA!

Alison Wilson  
Graduate Student Representative  
University of Oklahoma

Lee Flood  
Graduate Student Representative  
University of Tennessee, Knoxville
The College of Education, Health, and Human Sciences at The University of Tennessee is seeking applicants for an Assistant Professor to join the Department of Educational Leadership and Policy Studies in August 2017. We are looking for energetic, promising scholars with the training and expertise to contribute to leadership preparation programs. The Department of Educational Leadership and Policy Studies offers graduate programs at the master’s, education specialist, and doctoral levels. The Department is an active member of the University Council for Educational Administration, and its licensure programs are NCATE approved. To guide prospective candidates, and our consideration of applicants, the faculty has identified required qualifications for the position and desired qualifications, both of which are listed below. We expect applicants to speak to these in their cover letter. In addition, the application materials should include a current curriculum vitae and the names and contact information for three (3) references who are able to speak specifically to your qualifications for the position.

**Required qualifications include:**
- A doctorate in Educational Administration, Educational Leadership, or a related field with a strong content background in educational administration. Candidate must possess the doctoral degree by June 2017
- Evidence of a strong potential for scholarly productivity and publication in the field of educational administration
- Evidence of K-12 leadership experience
- Evidence of a strong potential for teaching excellence in graduate level leadership preparation programs
- Demonstrated ability to interact with diverse audiences
- A willingness to plan and deliver instruction both in face-to-face classroom formats and via technology and the internet

**Preferred qualifications include:**
- Experience teaching graduate level courses
- Experience as a principal
- Potential to secure external funding through grants
- Experience with distance learning methodologies
- Strong commitment to the mission of the university and the department.

**Duties and responsibilities include:**
- Maintaining a scholarly research agenda
- Supporting the graduate programs in Educational Leadership and Policy Studies through teaching and advising
- Participating in professional associations at the local, state, regional, and national/international levels
- Service to the department, college, university, and other educational organizations
- Collaborating with college and department faculty and staff and with school districts and school administrators.

Application Process: Applications and inquiries should be directed to: Dr. Mary Lynne Derrington Chair, Search Committee 318 Bailey Education Complex The University of Tennessee Knoxville, TN 37966-3430 (865) 974-4041 Review of applications will begin January 11, 2017, and continue until the position is filled.
The University of North Alabama invites applications for the position of tenure-track Assistant Professor, Associate Professor or Professor of Instructional Leadership in the Department of Secondary Education. Rank will match ability and experience.

Qualifications include: an earned doctorate in Instructional Leadership/ Administration; three years of experience as a full-time school administrator; strong leadership and management skills; excellent verbal and writing skills; demonstration of success as a full-time classroom teacher; ability to teach undergraduate and graduate courses within the department; ability to advise students; ability to work with students as well as P-12 schools, administrators, and classroom teachers. Additional duties shall include: university and community service initiatives; active and involved leadership role in college and university committees; and involvement with research activities.

Undergraduate and graduate programs include: Instructional Leadership; Teacher Leader; and Secondary Education. For additional information regarding the University, you may log on to our website at www.una.edu. Appointment will be effective Spring 2017. Review of applicants will begin immediately and continue until the position has been filled.

The University of North Alabama is a state university located in Florence, Alabama. The University has an enrollment of over 7,000 students. It is located in a community in the midst of rolling hills near the Tennessee River with abundant outdoor recreation available and local rich music and cultural heritage. For more information on the Shoals area, please copy and paste the following link into your browser: http://www.shoalschamber.com/.

To apply for this position, please visit our Online Employment System at http://jobs.una.edu/postings/4159. Applications will only be accepted through this system. Please be prepared to upload a cover letter, resume, contact information for at least three references, and transcripts. Unofficial transcripts may be used for the application process, however official transcripts will be required for the successful applicant. For questions, please email employment@una.edu or call 256.765.4291 and select option #2.

UNA is an equal opportunity employer committed to achieving excellence and strength through diversity. UNA seeks a wide range of applicants for this position so that one of our core values, ethnic and cultural diversity, will be affirmed.
Department: The School of Education, Department of Educational Leadership and Higher Education
Salary: Commensurate with qualifications and experience
Date of appointment: August 15th, 2017 to May 8th, 2018
Responsibilities:
Teach graduate level courses, recruit and advise students; assist students with program design and planning; serve on student committees; participate in meetings, planning, and assessment as needed, collaborate with school district personnel and with other university faculty; fulfill duties and responsibilities associated with a fixed term position in the Educational Administration and Leadership Program.
Qualifications and experience:
Required:
- Documented successful administrative experience in PreK-12 public school settings
- Current Minnesota Administrative licensure or the ability to be licensed.
- Evidence of demonstrated ability to teach and work with persons from culturally diverse backgrounds.
Preferred:
- Earned doctorate in Educational Administration/Leadership or related field.
- Evidence of recent work in public school settings
- Evidence of participation in professional organizations
- Evidence of collaboration/interaction with schools and districts.
- Evidence of successful university teaching experiences at the college and graduate levels.
- Additionally, the successful candidate will have demonstrated ability to teach and work with persons from diverse backgrounds including English Language Learners.
- A high interest/skill/experience in developing and teaching online courses.
Direct inquiries to:
John Eller, Department Chair
St. Cloud State University
720 Fourth Avenue South
St. Cloud MN 56301-4498
Phone (320) 308.4220
Email: jfeller@stcloudstate.edu
Application information and deadline Please continue the application via this website or directly at: http://agency.govemmentjobs.com/stcloudstate/default. cfm In order to be considered, an applicant must be completed. A completed application consisting of an application cover letter, vita, copies of transcripts, and the names and contact information of three current professional references. Review of applications will begin April 23, 2017; position open until filled.