We welcome you to the Leadership for School Improvement SIG Spring Newsletter! Our thanks go to Pamela Angelle, Lee D. Flood, and Alison Wilson for editing and distributing this publication.

The purpose of the Leadership for School Improvement Special Interest Group of the American Educational Research Association is to examine how school leadership influences instructional capacity for student learning and how policy guides this collaborative effort. In addition, the Leadership for School Improvement SIG encourages discussion and development of the philosophical, theoretical, and empirical tenets guiding school and system renewal.

At our annual AERA meeting April 8-12 in Washington, DC, we will explore the research of our membership through our business meeting, paper presentations, and networking opportunities and we hope you will attend and encourage your colleagues to do the same. Specifically, our business meeting will be held on Saturday, April 9 from 6:15-7:45 in the Convention Center (Level 2, Room 209B). Our panel will feature those who develop and analyze federal educational policy alongside a K12 administrator. The panelists will discuss policy development and implementation and how those policies impact the daily work of school and improvement for students. Please be sure you have renewed your LSI membership and encourage colleagues and graduate students to join us. We will also present the Dissertation of the Year Award. Thanks to Hans Klar and all of our submission reviewers for the development of our paper presentations at AERA.

We are also excited to announce the addition of graduate student representatives to the LSI Executive Board. Welcome to Alison Wilson and Lee Flood, familiar faces who have worked on our newsletter. Alison and Lee will serve in this role for the 2016-2017 year.

I want to extend my thanks to the Executive Committee who have worked diligently on the 2016 AERA
program and business meeting. Our officers are:

**SIG Chair:**
Jennifer K. Clayton, Assistant Professor, The George Washington University

**Program Chair:**
Hans Klar, Assistant Professor, Clemson University

**Secretary/Treasurer:**
Angela Urick, Assistant Professor The University of Oklahoma

**Dissertation Award Chair:**
Kristin Huggins, Assistant Professor, Washington State University, Vancouver

**Past Chair:**
Kristina Hesbol, Assistant Professor, University of Denver

**Graduate Student Representatives:**
Alison Wilson, University of Oklahoma
Lee D. Flood, The University of Tennessee - Knoxville

Your input is important to our work in developing our membership, reaching out to graduate students, planning relevant sessions for AERA, and making our newsletter focused on topics of interest and importance to the SIG. You may reach out to any officer with input or suggestions.

We look forward to seeing you in Washington, DC in April at our business meeting and scheduled paper sessions.

-Jennifer
Dr. Linda Lambert, Professor Emeritus at California State University, East Bay, has had a wide range of experiences in the fields of education and educational leadership over the past 50 years. She has served as a secondary school teacher, project director, curriculum coordinator, and secondary school principal. Dr. Lambert has also worked in administrative leadership positions on training and professional development, and has been a national and international educational consultant. As a faculty member at California State University, East Bay, Dr. Lambert has served as Department Chair for the Department of Educational Leadership as well as Director of the Center for Educational Leadership. Much of her international work has taken place in Egypt, where she was a director of staff development and worked on a collaborative project to develop community schools for girls. Today, Dr. Lambert continues to contribute to the field through scholarly publications and international consulting work. She also recently released the conclusion to a historical fiction trilogy that reflects her range of writing ability and passion for history.

As a result of her unique experiences, Dr. Lambert has a broad perspective on school leadership and the capacity that exists within the entire system to coordinate success for students. Through her experience and inquiry, her views on leadership began to evolve early in her academic career as she recognized that “leadership ought to be something different than leader.” Rather, it should be “something more culturally based, more relationship based, and less authority based in the role of formal leaders.” This led her to examine the “essential dynamics that create capacities at different levels” of the educational system as well as the “dynamic interconnections between elements.” Her book *The Constructivist Leader* was initially published in 1995 and received the National Book of the Year Award from the National Council on Staff Development. This was followed by numerous publications on building leadership capacity for sustained school improvement, including *Who Will Save Our Schools?* (1997), and implementation of constructivist leadership programs. *Liberating Leadership Capacity: Pathways to Educational Wisdom*, coauthored with Diane Zimmerman and Mary Gardner, will be released in April. She says that this book provides stories of practitioners implementing constructivist leadership and capacity building practices in
response to inquiries she has received over the years from teachers, school leaders, and doctoral students interested in this work. One of the key takeaways from her years of work on these issues is the importance of attending to “issues of high participation and skillful participation in the work of leadership,” because “it so reorders the culture of a school that it is then capable of sustainability.” This means that “each person is participating fully at the height of his or her capacity.” She also says that to sustain school improvement, certain things need to be in place when key people leave, including a focus on parent and student leadership, and this requires awareness on the part of the school district in selection and assignment of new people to a school based on existing school leadership capacity. According to Dr. Lambert, school district policies should also allow for discretion in school decision making and promote the development of school networks. In sum, she proposes that three changes must occur simultaneously for schools to improve: 1) relationships, 2) environment, and 3) content.

Dr. Lambert says that her international work has influenced her perspective on U.S. education issues and the potential for change. She points out “how much alike people’s aspirations are around the world,” particularly with regard to what we want for our children. A more global perspective can help cultivate appreciation for opportunities, as well as innovation and creativity in using available resources. Her understandings of culture deepened and influenced all of her writings, both nonfiction and fiction. In reference to the frustration that can often occur around education policy, Dr. Lambert says that in the U.S. we sometimes feel like “cogs in a wheel in a system that’s very hierarchical,” but we don’t always take advantage of opportunities to change those relationships. For example, she suggests that we are underusing our capacities because the “system is not organized to elicit the maximum capacities from individuals.” A more flattened hierarchy is more conducive to change. As one potential solution, Dr. Lambert points to self-organization, noting that energy is multiplied when teachers work together.

Over the last two decades, Dr. Lambert has broadened her scholarly interests to include women in leadership, which led her to coauthor Women’s Ways of Leading. In reflecting on changes in the field over the past 25 years, she notes that “women have gained more confidence in themselves as having a full range of capacities that are every bit as strong, although often different, from males.” According to Dr. Lambert, as more women have “dared” to apply for jobs and more leadership positions have become available to them, women have benefitted from less competition with one another and have built mentoring relationships. Consequently, interplay between changing culture, expectations, and evidence has resulted in women being more sought after for leadership roles.
Reflecting on ways that leadership preparation programs can maximize their impact on future leaders, Dr. Lambert suggests that program candidates be asked if they have taken advantage of previous opportunities for leadership, revealing a history of leading. She recommends creating and designing programs that resemble an effective school, with cohorts that build community, balancing field experiences and content. Inquiry is a fundamental element that can be fostered through collaborative action research, bringing work from the university into practice in schools. Dr. Lambert also advocates mentoring that involves professors visiting school sites as well as establishing such relationships within schools. She also suggests that research and dissertations conducted in other countries can provide important experiences for doctoral students, a point that is well illustrated in her own career.

Finally, Dr. Lambert offers very useful advice for graduate students interested in the professoriate. She recommends taking full advantage of being at a university by “forming research communities within your own department, across disciplines, and among universities,” as well as getting involved in outside networks. This requires being assertive in making connections and often requires initiative on the part of the junior scholar. Dr. Lambert suggests reaching out to scholars of interest after reading their work, and asking for advice or feedback on relevant work. Conferences are a great venue for facilitating brief meetings or conversations – perhaps over coffee or a glass of wine – that can open up further opportunities. The key, she notes, is boldly approaching more experienced scholars with “respect and good humor” as well as a familiarity with their work. Dr. Lambert emphasizes the importance of treating the dissertation as a “transitional process to the next steps that you want in life rather than an end product.” This means using the dissertation to develop presentations and publications that can lead to writing and research positions in the field. In pursuing academic positions, she says that both teaching and research universities have drawbacks and ultimately it is important to “find the balance” that offers well-integrated teaching and writing/research responsibilities. Dr. Lambert has advice for early career scholars: “Don’t do anything unless you’re really passionate about it.” She suggests that there are many themes and values embedded in the dissertation and throughout life experiences, so it is helpful to follow those themes in your research and to connect with others with similar interests who have made contributions in those areas. According to Dr. Lambert, “whatever gives you joy when you’re working on it, then you know you’re moving in the right direction.”

The editorial staff of the Leadership for School Improvement SIG Newsletter would like to thank Dr. Linda Lambert for her time and willingness to share her insights with our readership. Contact information and more extensive information on Dr. Lambert’s work can be found at http://www.lindalambert.com/.
Erlin Anderson, Ph.D., is a postdoctoral research associate for the University Council for Educational Administration (UCEA) at the University of Virginia. She completed her degree from the University of Virginia in May of 2015. Her dissertation is a cross-case comparison study of the leadership practices, organizational structures, and contextual factors of a school undergoing an improvement effort before and after the implementation of a federal School Improvement Grant (SIG). Anderson’s current research agenda focuses on leadership for school improvement, practices and structures of effective districts, and state policy for school leadership.

John Filippi serves as principal of Alan B. Shepard Middle School in Deerfield, Illinois. Shepard serves approximately 550 students in grades six through eight, and is frequently recognized as one of the highest performing schools in Illinois. As principal, John is involved in every aspect of leading a high performing learning organization. He fosters a shared vision for innovation and educational excellence, supports student and teacher growth through the strategic analysis of data, and works to lead review and revision of instructional programming. John has earned a Bachelor of Science degree in Kinesiology from the University of Illinois at Urbana-Champaign, a Master of Education degree in Educational Leadership from DePaul University, and a Doctor of Education degree in Education Policy, Organization and Leadership from the University of Illinois at Urbana-Champaign. John’s scholarship interests include a focus on education policy implementation, organizational culture, and selection of staff.

Elizabeth Leisy Stosich is a Research and Policy Fellow at the Stanford Center for Opportunity Policy in Education (SCOPE). Her research focuses on the school conditions and learning opportunities that support teachers in engaging in ambitious instruction, including opportunities for learning in teacher teams and contributing to school improvement as members of instructional leadership teams. Her dissertation research examines how teachers in high-poverty schools understand and enact practices in response to the Common Core and how principals' leadership, teachers' collaboration with colleagues, and opportunities for professional development relate to this process. Her research interests include standards-based accountability policies, school improvement, teacher collaboration, and teacher preparation and development. Previously, Elizabeth taught elementary school in Oakland and San Francisco. Elizabeth received her BA in Spanish and Portuguese from UC Berkeley, an MA in Teaching from the University of San Francisco, and an EdM in Educational Policy and an EdD in Education Policy, Leadership, and Instructional Practice from Harvard University.
On behalf of all LSI SIG members and the LSI SIG Executive Committee, I would like to congratulate the finalists for the 2015 LSI SIG Dissertation of the Year Award. The reviewing of submissions for the award occurred over two phases. In the first phase, applicants were invited to submit executive summaries of their dissertations that described the purpose, research methods, findings, and implications for research and practice. As a result of these reviews, three finalists were selected according to the evaluation criteria stipulated in the call (see below). In the second phase, the three finalists were invited to submit their complete dissertations for review. The winner will be announced at the SIG business meeting at the 2016 AERA Annual Meeting in Washington, D.C. At the meeting, we will award the winner and recognize the winner’s advisor as well as each finalist.

The finalists for the LSI SIG 2015 Dissertation of the Year Award are:

**Finalist:** Erin Anderson, Virginia University  
Advisor: Pam Tucker  
Dissertation: *Leadership Practices and Essential Supports: A Comparative Case Study of a School Improvement Effort before and after implementation of a School Improvement Grant (SIG)*

**Finalist:** John Filippi, University of Illinois, Urbana-Champaign  
Advisor: Don Hackmann  

**Finalist:** Elizabeth Leisy Stosich, Harvard University  
Advisor: Susan Moore Johnson  
Dissertation: *Learning to Teach to the Common Core State Standards: Examining the Role of Teachers' Collaboration, Principals' Leadership, and Professional Development*
In addition to congratulating the finalists, I would like to thank the following reviewers for their time, dedication and considerable efforts:

Jennifer Clayton, George Washington University
Shelby Cosner, University of Illinois Chicago
Hans Klar, Clemson University
Karen Sanzo, Old Dominion University
Martin Scanlan, Boston 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
Leadership for School Improvement SIG Program

AERA 2016

Hans W. Klar, LSI SIG Program Chair

This year the LSI SIG received a total of 25 submissions for the 2016 AERA program. The submissions were from a number of national and international scholars who addressed a wide variety of leadership and school improvement issues. As the Program Chair, I would like to thank the many reviewers who provided rigorous and thorough feedback on each of the submissions. Their efforts were critical to the development of our program. I would also like to thank the chairs and discussants who have volunteered to help ensure the sessions run smoothly and thoughtful discussion occurs.

Included in the LSI SIG sessions of the AERA program are one symposium, two paper sessions, and one roundtable session. The names of the sessions, chairs, and discussants are found on page 10 of this newsletter. Please look for these sessions in the program and show your support for the work of your SIG colleagues by attending and participating in these sessions.
## LSI SIG Schedule

**Friday, April 8, 2016**

**12:00-1:30 PM**

- **Convention Center, Level Two, Exhibit Hall D Section A**
- **Roundtable Title:** Learning to Lead School Improvement: From Preservice Preparation to Job-Embedded Professional Learning
- **Chair:** Gladys Labas, Southern Connecticut State University

**Facilitating Active Agency Through Interactive Formative Feedback and Self-Monitoring: Implications for Educational Leadership** Steve P. Myran, Old Dominion University; Ian Sutherland, Old Dominion University

**Reliability of the Leadership Capacity Questionnaire Phase II** Larchin Leslie, Prairie View A&M University; Mathias R. Vairev, Prairie View A&M University; Jerrel Moore, Prairie View A&M University


**Leadership as Shared Practice: A Means of Democratizing a School for Its Goals Attainment** Joy-Telu Hamilton-Ekeke, Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria

**Different Levels of Analysis: Engaging the Sociocultural, Organizational, and Personal for School Improvement** Encarnacion Garza, The University of Texas – San Antonio; Betty M. Merchant, The University of Texas – San Antonio; Curtis Anthony Brewer, The University of Texas – San Antonio; Juan Manuel Nino, The University of Texas – San Antonio; Nathern S. Okilwa, The University of Texas –
## Saturday, April 9, 2016

### 10:35AM-12:05 PM

**Convention Center, Level One, Room 158 B**

**Leadership Capacity, Professional Learning, and Organizational Conditions That Support Instruction**

**Chair:** Lauren Janel Gibbs, University of Florida  
**Discussant:** Eugene Gary Kowch, University of Calgary

*The Effect of Working Conditions on Teacher Effectiveness: Value-Added Scores and Student Satisfaction in Teaching*  
Yincheng Ye, Virginia Polytechnic Institute and State University; Kusum Singh, Virginia Polytechnic Institute and State University

**Collective Teacher Efficacy of a Faculty Does Not Equal the Sum of the Teams**  
Gail Eileen Prelli, University of Bridgeport

**Principals as Instructional Leadership Coaches**  
Lauren Janel Gibbs, University of Florida

**Systemic Change in Irish Secondary Schools: Seven Years Into the Process**  
Finbarr Gerard Murphy, University College Cork; Barrie B. Bennett, OISE/University of Toronto

### 2:15-3:45 PM

**Convention Center, Level One, Room 158 A**

**Leadership and School Reform: Enhancing Opportunities for Student Learning**

**Chair:** Raymond A. Lauk, Maywood-Melrose Park-Broadview SD 89
**Discussant:** Mary A. Hooper, The University of West Georgia

*Understanding Options in School Reform: Administrator Perspectives on the Decision to Privatize School Services* Marlon I. Cummings, Governors State University

*Principal Competencies That Make a Difference: A Model for Leaders of School Turnaround* Dallas Hambrick Hitt, University of Virginia

*Effects of Early Acceleration on Students' High School Mathematics Pathways* Elaine B. Zseller, Nassau Boards of Cooperative Educational Services

*Multilevel Analysis of the Relationship Between Postsecondary Enrollment and High School Scheduling* Alex Nathan Oldham, The University of Tennessee – Knoxville; Lee D. Flood, The University of Tennessee – Knoxville; Terry T. Ishitani, The University of Tennessee – Knoxville

**6:15-7:45 PM**
Convention Center, Level Two, Room 209 B

**Leadership for School Improvement SIG Business Meeting**
Chair: Jennifer K. Clayton, The George Washington University

**Sunday, April 10**

**8:15am to 10:15am**
Convention Center, Level Two, Room 209 C

**Session Title: The Challenges and Possibilities of Including Students in School Leadership**
Chair & Discussant: Marc Brasof, Arcadia University

**We the Civics Kids: Supporting Operation Civics**
LSI SIG Schedule

**in Our Elementary Schools** Anne Spector, Rendell Center for Civics and Civic Engagement

**Student Leadership Group at Greenberg Elementary School: Building and Sustaining Change** Katherine Cohen, School District of Philadelphia

**Co-Created Curricula: Practicing and Participating Democratic Citizenship Reform** Jeroen Gerar Bron, SLO – The Netherlands Institute for Curriculum Development

**Ethical Dilemmas of Youth Participatory Action Research in a Democratic School** Dana L. Mitra, The Pennsylvania State University; Paul R. McCormick, University of Pennsylvania

**Giving Students Voice in School Reform** John Weiss, Neutral Zone

**The Role of Student Voice in a Qualitative Study on Early College High School Principals** Hattie Lee Hammonds, Clemson University
Leadership for School Improvement SIG Business Meeting

School Improvement Panel

Maria Ferguson, Executive Director, Center on Education Policy, The George Washington University

Dr. Shawn Joseph, Deputy Superintendent for Teaching and Learning, Prince George’s County, MD

Amanda Beaumont, Senate Committee on Health, Education, Labor and Pensions

April 9, 2016
6:15-7:45 PM
Convention Center
Level 2, Room 209B
Dr. Shawn Joseph understands that if our school systems continue to underserve students, America will never out-perform her international counterparts and ensure a viable, productive future for all. Dr. Joseph, an educator with district leadership experience in Montgomery County, MD, Seaford, DE, and Prince George’s County, MD, has worked tirelessly as a teacher, a reading specialist, a principal—being recognized as the 2009 Maryland State Middle Level Principal of the Year—a Superintendent of Schools and most recently as Deputy Superintendent for Teaching and Learning, to improve academic outcomes for all students. Under Dr. Joseph’s leadership as Superintendent, the Seaford School District was at the forefront of innovation in Delaware and the district saw substantial improvements in student performance and improved graduation rates. As the Deputy Superintendent for Teaching and Learning in the 17th largest school district in the nation, Prince George’s County Public Schools, Dr. Joseph introduced a comprehensive blueprint for change by leading the implementation of the district’s strategic plan, including closing a significant budget gap of 12 million dollars while preserving critical reforms. A new framework for PreK-12 literacy has been developed under his leadership that includes a personalized blended learning model for teacher development and student instruction that will be used as a roadmap for years to come. Dr. Joseph has been a thought-partner to large urban school districts as a result of his groundbreaking work on developing effective principal pipelines. His doctoral research on the topic earned him a 2010 American Educational Research Association Award, and his 2012 book, The Principal’s Guide to the First 100 School Days of the School Year: Creating Instructional Momentum, is widely used across the country.

Maria Voles Ferguson joined the Center on Education Policy (CEP) in June 2012 as the Executive Director. Before coming to the CEP, Maria served as the Vice President for Policy at the Alliance for Excellent Education, a nonprofit policy and advocacy organization in Washington, DC. In that capacity, Ms. Ferguson directed and managed the organization’s policy agenda, which provides leadership and information regarding the unique needs of high schools students to Congress, the Administration, business leaders and communities nationwide and advocates for increased support for the nation’s secondary schools. Before joining the Alliance, Ms. Ferguson served as Director of the National School Boards Association, a nonprofit organization that works in conjunction with the National School Boards Association (NSBA) to strengthen and support school board leadership in local communities. Ms. Ferguson directed the Foundation’s operations, managed the Foundation’s Board of Trustees, directed fundraising, and served as a liaison with NSBA. Ms. Ferguson also worked as an independent consultant specializing in research, communications, and strategic planning. Ms. Ferguson worked with a wide range of clients, including Target Corporation, The Brookings Institution, the U.S. Department of Education’s Regional Education Laboratories, and Sidwell Friends School. Ms. Ferguson served for three years as the Director of Field Operations for New American Schools. In that capacity, she directed a nationwide effort to assist schools and school districts as they implemented exemplary models that comprehensively focus school resources on effective teaching and greater student achievement. Before joining New American Schools, Ms. Ferguson was a political appointee for the Clinton administration at the U.S. Department of Education, serving as the Director of Communication and Outreach Services for the U.S. Department of Education’s Office of Elementary and Secondary Education. Ms. Ferguson began her career as a journalist, working for Cox Newspapers, the Associated Press, and U.S. News & World Report magazine. She lives in Chevy Chase, MD with her husband and two children.

Amanda Beaumont is currently the Senior Education Counsel for Ranking Member Patty Murray on the U.S. Senate Health, Education, Labor, and Pensions Committee where she leads the Senator’s K-12 education policy work. Most recently, she led negotiations for Senator Murray and Senate Democrats on the Every Student Succeeds Act (P.L. 114-95). She has almost ten years of experience working on Capitol Hill and has also worked as a senior policy advisor for retired HELP Committee Chairman Tom Harkin and Senators Al Franken and Russ Feingold on a range of issues including K-12 education, higher education, labor policy, housing policy, and Native American issues. She also has experience in the non-profit sector and served as the Director of Federal Advocacy at the Alliance for Excellent Education where she worked on high school reform issues. Amanda began her career in education as a middle school teacher in Chicago Public Schools through the Teach for America program. She is also a licensed attorney in Illinois and received her JD from the University of Minnesota and BA from the University of Michigan.
The Student-Centered Learning Research Collaborative

The Students at the Center initiative at Jobs for the Future is excited to announce a first-of-its-kind research collaborative that will build, define, apply, and share a robust evidence base for student-centered learning. The Student-Centered Learning Research Collaborative, with initial thought leadership of and support from the Nellie Mae Education Foundation, will formally launch this fall with a core group of soon-to-be-selected scholars, school leaders, policymakers, practitioners, and funders, each known for their impact and influence, coming together to clarify and catalyze the field. Their bold charge: to work in partnership to investigate and evaluate what we know about student-centered learning both in and beyond today’s schools, and then leverage that knowledge to effect meaningful change at scale.

Do you want to join The Student-Centered Learning Research Collaborative as we grow and share the evidence for student-centered approaches to learning? If so, we encourage you to take advantage of one of the important and impactful opportunities below.

**OPPORTUNITY 1** - Released March 14, 2016, a Request for Proposals on student-centered learning, with a preference for basic exploratory research. Research teams must be led by an established research institution with a track record of high-quality research related to the subject area. In particular, we are looking to understand the effectiveness of specific student-centered practices, the conditions that support (and undermine) them, who most (and least) benefits from them, and why. Application due May 3, 2016. Learn more at [http://studentsatthecenterhub.org/researchcollaborative/request-for-proposals](http://studentsatthecenterhub.org/researchcollaborative/request-for-proposals).

**OPPORTUNITY 2** - Released March 14, 2016, seeking Students at the Center Distinguished Fellows who are either emerging or established leaders in policy, practice or research with ongoing engagement in student-centered learning efforts, who want to sharpen their skills in translating research into sense-making tools and communications for practitioners and policymakers. Through a generous stipend, personalized competency coaching, interdisciplinary partnerships, and ample staff assistance, all Students at the Center Distinguished Fellows will receive the support they need to develop their research muscles in service of translating student-centered learning research for various stakeholders. Applications due April 11, 2016. Learn more at [http://studentsatthecenterhub.org/researchcollaborative/fellowship](http://studentsatthecenterhub.org/researchcollaborative/fellowship).

**UPCOMING OPPORTUNITIES** - Submit a research proposal for a basic exploratory study or an improvement science study. We anticipate releasing two additional RFPs in May 2016: one for an additional exploratory study similar to the March 14 RFP above, and a second RFP for a practice-grounded, improvement science study. Each of the forthcoming RFPs will follow a two-year timeframe as well. The improvement science RFP will contain additional funds to account for the deeper involvement of district and policy partners.

Please stay tuned for more announcements and more ways to get involved in the weeks and months ahead. You can check [http://www.studentsatthecenterhub.org/researchcollaborative](http://www.studentsatthecenterhub.org/researchcollaborative) for the most updated information.
When I was originally approached about writing a column for this issue of the Leadership for School Improvement SIG newsletter, I was excited to be able to connect with my fellow graduate students. The initial idea that I came up with was to offer my insights on “surviving the doctoral program”. However, as I began to conceptualize my contribution, a couple of things became abundantly clear to me.

First, merely surviving our respective programs isn’t what we should be doing at all. The implication of surviving is that we are barely making it through. That we crawl out of coursework bloodied, defeated, and barely breathing with nothing to show but a badge of honor that states we are ready to attempt the monumental task of writing a dissertation.

I’m a firm believer that we get back what we are willing to invest of ourselves into any experience. I surely didn’t enter into my program to “survive” it. I entered knowing full well that I wanted to come out changed. I wanted to exit my coursework at worst, a more informed and humbled version of myself, or optimistically, something (loosely) approximating a scholar. If the coursework beat me up, confronted my previously held beliefs, and challenged me to think differently, then I was doing something right!

Secondly, and probably more importantly, was the fact that I realized that I am in no way qualified to tell any doctoral student how to maximize their experience! The process of engaging in doctoral coursework is deeply individual. I don’t hold any secret knowledge or keys to success for this endeavor. However, my major epiphany in this regard is that I am absolutely qualified to share what has worked for me. I’ll leave it up to the reader to determine if that information is worthwhile or complete hogwash.

Apply for Stuff

There are a plethora of opportunities available for graduate students including institutional funding for conferences, travel grants from AERA SIGs, participation in research institutes, mentorship opportunities, and graduate student fellowships to name only a few. I always hear my mother in my head saying, “You never know unless you try” when I come across these kind of opportunities and, more often than not, I, at least, apply. This strategy has only cost me time, but has netted funding, positions, and the opportunity to have some unique experiences. In fact, this week I received two emails that began “We regret to inform you…”, but one that stated that I had been one of eight proposals selected to receive a $500 travel award. I can live with a .333 batting average when it comes to financial support to present my research!
Go Beyond the Classes

The required coursework is the prerequisite for doctoral students to begin the dissertation phase. However, I would suggest that you engage in scholarly pursuits outside of your classes. In fact, use your classes as a springboard for presentations and publications. I try to craft my class assignments in such a way that they “have legs” beyond the class. For example, I turned a class assignment using large datasets into two national presentations and two manuscripts. Work smarter not harder in that regard. Furthermore, many conferences offer great graduate student opportunities. The Graduate Student Summit at UCEA and the Dialogic Forum at AERA jump immediately to my mind. Last, serve as a reviewer. This will give you a great idea of what goes into a proposal and what the process is like from the inside.

Find a Buddy (or two or three, but definitely one!)

I am extremely reliable and accountable to everybody except for myself. I have found having a writing partner and setting weekly meetings to be invaluable. These meetings have served to work on manuscripts, develop research, complete homework assignments, craft proposals, submit for scholarships, and simply brainstorm what’s next. My productivity during our weekly sessions is triple what I get accomplished by myself.

Whether you are just starting, somewhere in the middle, or wrapping up your last few courses, I hope an outside perspective on how to approach being a doctoral student was useful. I realize I haven’t offered any groundbreaking or paradigm shattering insights, but these three approaches have truly worked for me. I hope to meet some of you all at AERA and perhaps you can share with me some new ways that I can approach my program going forward.
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

LSI Business Meeting at AERA

Saturday, April 9
6:15-7:45 PM
Convention Center, Level Two, Room 209 B

All LSI SIG members are welcome and encouraged to attend. Drinks and light refreshments will be served.
Attention Graduate Students!

You are invited to join us for the first annual Leadership for School Improvement (LSI) SIG Graduate Student Mixer at AERA! We will meet Saturday, April 9 at 5:00pm in the Marriott Marquis Lobby Bar. This informal get-together is an excellent opportunity to meet and network with other graduate students and get involved with the SIG! Graduate student members and non-members are all welcome to attend, and we encourage faculty members to pass this invitation along to any graduate students attending AERA. For those interested, we will walk over to the Convention Center at 6:00 to attend the LSI SIG Business Meeting, where drinks and light refreshments will be served. Membership in the SIG is a great way to connect with faculty, practitioners, and emerging scholars across the nation, so we encourage you to attend the business meeting and learn more about the work being conducted across the SIG.

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

We look forward to connecting with you at AERA!

Alison Wilson
Graduate Student Representative
University of Oklahoma

Lee D. Flood
Graduate Student Representative
University of Tennessee, Knoxville
Call for Proposals: ICSEI 2017 Ottawa CANADA
Collaborative Partnerships for System-Wide Educational Improvement

The 30th Annual Conference of the International Congress for School Effectiveness and Improvement will take place in Ottawa, Ontario, Canada from January 7-10, 2017.

The theme for ICSEI 2017 will be “Collaborative Partnerships for System-Wide Educational Improvement.” This theme gives prominence to the importance of partnerships between and among the various participants in international education systems – students, parents, communities, schools, districts, government, and academics – to inform and impact student learning, practitioner professional learning, and system leadership.

Six types of proposals are being sought by the organizing committee:

- **Paper**: A paper proposal can be submitted by an individual or small group of authors.
- **Symposium**: A proposal for a symposium should consist of three or four papers put forward as one proposal.
- **Round Table Discussion**: A proposal for a round table discussion must be submitted by at least two authors.
- **Poster**: A poster should include both graphical and text presentation of the material.
- **Innovate**: A proposal for an innovate session should set out the format and approach(es) that will be used in the session to engage participants in the exploration of the area of practice.
- **Workshop**: Workshops are more interactive and informal than formal paper sessions, and can involve extended discussion, group brainstorming sessions, mini-tutorials around key ideas, and proof-of-concept demonstration sessions.

Proposal Selection and Topics: The selection process for all types will be blind refereed. Proposals should be submitted in response to one of the following six conference themes:

- Engaging Students, Families, and Communities
- Increasing Equity and Challenging Disadvantage
- Connecting Research, Policy and Practice
- System and School Improvement
- Developing Professional Capital
- Measuring Educational Effectiveness

All proposals must indicate the ICSEI network to which the proposal most closely relates. This information will be used in the program to allow participants to more easily identify papers and sessions with different themes.

Key Dates for Proposers: Proposals will be accepted from Monday, February 15th through Monday, May 30th, 2016. All persons submitting proposals will be informed as to their acceptance by Friday, July 22nd 2016. Submit proposals to papers@icsei.net.

Please note that the submitted abstract will be made available to all participants should the proposal be accepted.
Materials to be submitted with each type of proposal:

Paper Proposal
The paper proposal should be in the form of an abstract comprising a maximum of 500 words excluding references, which will be used to judge the merits of the proposed paper. The proposal should outline the issue being explored or area of research being reported on, the conceptual underpinnings of the paper, its findings and a conclusion. The conference strand the paper connects with should also be indicated. The proposal should address the following as applicable:
- Objectives or purpose
- Perspective(s) or theoretical framework
- Methods, techniques or modes of inquiry
- Data Sources/evidence
- Results and conclusions/points of view
- Educational importance of this study for theory, practice, and/or policy

Connection to the conference theme

Symposium Proposal
The symposium proposal should begin with an introductory abstract of maximum 300 words that includes: a statement of the overarching theme of the symposium and the conference strand this relates to; the issue(s) or question(s) to be addressed; and an overview of how these will be addressed. This must be followed by abstracts of each paper, 500 word maximum, excluding references. Each abstract should indicate the issue or question, key ideas or conceptual approach, the main findings and conclusion. The two components of the proposal will be used to judge the merits of the proposed symposium and should, therefore, be submitted as a single document. The proposal should address the following as applicable:
- Objectives or purposes of the symposium
- Educational importance for theory, policy, research, and/or practice
- For each presentation: role in symposium, contribution to the symposium topic, perspectives, research methods, results or conclusions
- Explanation of how the session will be organized

Connection to the conference theme
The evaluators will review the introductory abstract, abstracts of each paper, and references without the names of the authors and presenters (which will be submitted separately). Therefore, the names of the symposium organizers and presenters should not appear in the text of the proposals.

Round Table Discussion Proposal
The round table discussion proposal should be in the form of either a joint maximum 500-word starter paper, or two 250-word outlines offering different perspectives. The starter paper(s) will be available via the website prior to the session to inform the discussion. The conference strand the discussion topic connects with should also be indicated. The joint starter paper or the two outlines will be used to judge the merit of the round table discussion. The proposal should contain the following as applicable:
- Objectives or purpose
- Perspective(s) or theoretical framework
- Methods, techniques or modes of inquiry
- Data Sources/evidence
- Results and conclusions/points of view
- Educational importance of this study for theory, practice, and/or policy

Connection to the conference theme
Round table discussion proposals must be accompanied by an abstract of a maximum 200 words.
Poster Presentation Proposal
A proposal for a poster should be in the form of a maximum 500-word abstract and should include the research question or problem being investigated, overview of key ideas/concepts, methods, findings and conclusions, which will be used to judge the merit of the poster. The conference strand the poster connects with should also be indicated. The following guidelines should be considered for preparing the posters:

- Size: The poster surface will be approximately 1 metre x 1.5 metres.

Format: The format for poster displays is flexible; however, the following guidelines are suggested: The title of the presentation and the author’s name and affiliation should appear at the top of the poster. All the text and illustrations should be large enough to be viewed from a distance of more than one metre. Figures and tables should be kept as simple as possible to easily communicate the main messages to viewers. A large font size heading of no more than two lines should be provided with each illustration. It is helpful to highlight key points or conclusions in large font type in a distinct area of the proposal.

Innovate Session Proposal
A proposal for an innovate session should be in the form of a 500-word outline that describes the area of practice to be explored during the 30-minute session. The proposal should set out the format and approach(es) that will be used in the session to engage participants in the exploration of the area of practice. The proposal should also identify which conference strand the session connects with. The proposal should address the following as applicable:

- Objectives or purposes of the session
- Educational importance for theory, policy, research, and/or practice
- Connection to the conference theme

Innovate session proposals must be accompanied by an abstract of a maximum 200 words.

Workshop Proposal
Workshops offer a forum for discussions of broad range of emerging and specialized topics of interest to the ICSEI community. Workshops are more interactive and informal than formal paper sessions, and they can involve extended discussion, group brainstorming sessions, mini-tutorials around key ideas and proof-of-concept demonstration sessions. A proposal for workshop should be in the form of a 500-word outline that describes the area of practice to be explored during the workshop. Workshop proposals should make clear what knowledge, skills, tools, or insights participants might expect to gain from the session. Interdisciplinary and cross sector workshops are strongly encouraged. The proposal should also identify which conference strand the session connects with. The proposal should address the following as applicable:

- Objectives or purposes of the session
- Educational importance for theory, policy, research, and/or practice
- Connection to the conference theme

Workshop proposals must be accompanied by an abstract of a maximum 200 words.

Formatting of Proposals
All abstracts, proposals, and references should use the following format specifications:

- Single spacing
- Font type Arial 12 point
- An abstract of 150 or fewer words (200 words for symposia)
- Paper and poster proposals should have a maximum length of 1000 words plus any references

Symposia and innovative proposals should have a maximum length of 2000 words plus references.
Evaluation of proposals
Proposals will be blind reviewed and evaluated by members of the Program Committee and ICSEI Networks. Proposals will be judged in terms of their contribution to educational theory, policy, research, and/or practice, and the quality of explanation of the aims of the presentation, theoretical perspectives, methods of inquiry and analysis, strength of results and conclusions, and connections to the conference theme. Symposium proposals will also be considered in terms of the structure of the symposium format. For proposals based on studies of school effectiveness and improvement policies and practices, the Program Committee will give priority to completed research, or research that has progressed to the point of presenting preliminary findings.

Submit your proposal, in English or French, to papers@icsei.net.


Williams, S., Jaramillo, A., & Pesko, J. C. (2015, December). Improving depth of thinking in online discussion boards. *Quarterly Review of Distance Education*, 16 (3).

**Guest Editors:**

Liberating Leadership Capacity: 
Pathways to Educational Wisdom 
Teachers College Press 
By Linda Lambert, Diane P. Zimmerman, and Mary E. Gardner

Conceptions of leadership have evolved in concert with breakthrough discoveries in science and generative learning. *Liberating Leadership Capacity* captures these new ideas and provides a pathway through which educators can become the primary designers of their own learning and that of their students, thus creating sustainable systems of high leadership capacity. Combining the original work in Constructivist Leadership and Leadership Capacity, this new work posits a unique perspective on leading and school improvement.

For more information: [www.lindalambert.com](http://www.lindalambert.com); [linlambert@mcn.org](mailto:linlambert@mcn.org)
JOB TITLE  Assistant/Associate Professor-Education (Accreditation and Assessment)

JOB DESCRIPTION
The College of Education at the UAE University invites applicants for The Director of Accreditation and Assessment. We are seeking candidates at the Assistant/Associate Professor level specializing in assessment, accreditation and program review/evaluation. Responsibilities include:

- Managing the accreditation and academic program review process in the College of Education
- Develops and maintains format/files for accreditation
- Serves as the college liaison to accrediting and state agencies
- Helps develop, review, and write policies/procedures to ensure accreditation program compliance
- Keeps abreast of CAEP and related agencies accreditation and program review polices
- In collaboration with the COE Finance Officer arranges travel,, accommodation, and program visitation procedures
- Works with department chairs to develop and maintain a data base systems necessary for accreditation
- Contribute to training and professional development of faculty related to accreditation and assessment
- Prepares institutional/accreditation reports
- Develops and analyzes survey instruments designed to address accreditation and program review standards
- Collaborates with schools/districts on the collection and maintenance of data related to accreditation and program review

QUALIFICATIONS
Applications must have an earned doctorate in education, psychology, or elated discipline. The ability to teach graduate and/or undergraduate courses is required. Prior experience in accreditation and/or academic program review is preferred. Please contact:

Dr. Bernard Oliver, Dean, College of Education, beoliver@uaeu.ac.ae
or
Professor Adeeb Jarrah at jarrah@uaeu.ac.ae

College/Department(s)  Curriculum & Instruction…Foundations…Special Education..Physical Education

Salary Range  0 to 833333.25 AED
Open Positions

University of Delaware: College of Education & Human Development:

School of Education

Open Rank Faculty Position in Education Policy & Leadership

The University of Delaware’s School of Education is seeking an outstanding scholar in Education Policy and Leadership who shares the School’s commitment to solving critical educational and social problems through the development of knowledge, excellence in teaching, and service to the citizens of Delaware, the nation, and the world. The position is an open rank, tenure-track faculty position to begin September 1, 2016.

We are seeking an individual who is or will be a leader of our field to join a team of faculty committed to developing educators who are prepared to tackle the challenges of leading our schools in the 21st-century. The successful candidate will bring experience as a school, district, or state education leader as well as an innovative and rigorous research program focused on understanding and improving leadership and policy in our schools. Junior candidates should demonstrate a research agenda with strong potential for external funding. More senior candidates should have an established research program with a strong record of publication and securing external funding.

Responsibilities: Responsibilities include sustaining an active research program that contributes to national dialogue on key policy and leadership issues facing schools and teaching and advising candidates in the Ed.D.in Education Leadership doctoral program. The candidate will also have the opportunity to teach and advise in our highly ranked academic programs, including the Ph.D. in Education and Ph.D. in Economic Education as well as our professional Master’s and undergraduate programs.

Qualifications

A doctorate in education policy, leadership and administration, or a related field such as economics of education or public policy, is required. Preference will be given to candidates with education leadership experience and who bring an innovative research program with a quantitative focus and a strong record of or potential for securing external funding.

Application Instructions

Applications received by October 30, 2015 will receive first consideration. Applications should include a letter that addresses the position description, including the candidate’s research, teaching experience, and education policy or leadership background; a C.V.; copies of two relevant research papers, and three letters of reference addressing qualifications relevant for the position. Application materials will be shared with School of Education faculty.

Submit curriculum vitae, letter of interest, letters of reference, and research samples online at www.Interfolio.com.

Questions should be directed to Elizabeth Farley-Ripple, Search Committee Chair, enfr@udel.edu.
Two-Year Visiting Assistant Professor of Educational Policy
Davidson College
Educational Studies Department

Davidson College’s Educational Studies Department seeks a two-year Visiting Assistant Professor of Educational Policy to provide innovative research, teaching, and leadership reflecting the mission of an undergraduate liberal arts college. The successful candidate will begin in August 2016.

Qualifications: A Ph.D. in a social science-related field with a proven record of scholarship and teaching in Educational Policy. We will consider candidates with an Ed.D. from educational policy graduate programs. We prefer expertise in contemporary educational policy issues including, but not limited to, educational change, urban education, and/or literacy and language. Priority will be given to candidates with a focus on issues relevant to creating equitable access to quality education.

Basic Functions: The candidate may be from any social science discipline, but there must be clear evidence of an active research agenda, excellence in teaching, and leadership in departmental and college-wide initiatives that promote educational studies. The candidate is expected to teach five courses a year with a combination of upper- and lower-level courses.

Application Procedures: Review of applications will begin on March 7, 2016. All interested applicants should apply online at https://jobs.davidson.edu. The following materials are required:

1. Letter of application describing research and teaching interests,
2. Curriculum Vitae,
3. One sample publication, and
4. Three letters of recommendation.

All questions should be addressed to Dr. Hilton Kelly, Educational Studies Search Chair, at hikelly@davidson.edu. Applications received by March 7, 2016 will receive fullest consideration.

Davidson College is a highly selective, independent liberal arts college located in Davidson, North Carolina, close to the city of Charlotte. The College has graduated 23 Rhodes Scholars and is consistently ranked among the top liberal arts colleges in the country. Davidson faculty enjoy a low faculty-student ratio, emphasis on and appreciation of excellence in teaching, and a collegial, respectful atmosphere that honors academic achievement and integrity. Davidson is strongly committed to achieving excellence and cultural diversity, and welcomes applications from women, members of minority groups, and others who would bring additional dimensions to the college's mission. Salary is commensurate with experience and qualifications.

Link: jobs.davidson.edu/applicants/Central?quickFind=53758