

# School Leadership News

The Newsletter of AERA Division A: Administration, Organization, & Leadership

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The American Educational Research Association (AERA), a professional membership organization, strives to improve the educational process by encouraging scholarly inquiry related to education. AERA offers a comprehensive program of scholarly publications, training, fellowships, and meetings to advance educational research, to disseminate knowledge, and to improve the capacity of the profession to enhance the public good. Division A of AERA is devoted to furthering the aims of the organization through scholarly contribution in the areas of educational administration, organization, and leadership.

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## Vice President's Column

**Linda C. Tillman, University of North Carolina at Chapel Hill**

*"Bringing the gifts that my ancestors gave, I am the dream and the hope of the slave."*



Greetings and I hope that you are all are having a productive fall semester! Well, another year has gone by and AERA is fast approaching! The Division A Program Committee, chaired by **Len Foster** (Washington State University) has organized an outstanding program.

I am sure that you will find many informative sessions as well as an array of great receptions for networking and relaxing.

Congratulations to **Linda Skrla** (Texas A & M University) who was elected to serve as the Division A Vice President for a two year term beginning April, 2010. Congratulations also to **Katherine Cummings Mansfield**, a doctoral student at University of Texas-Austin who was elected Graduate Student Council Historian. Katherine will serve a one year term beginning April, 2010. Linda is a long time member of Division A, and Katherine has been very active in Division A as a graduate student. I am sure Division A will be well represented in the AERA governance structure.

Next, I'd like to thank **Jeff Brooks** (Auburn University), our Division A Newsletter Editor for his outstanding work over the past two years. This will be Jeff's last issue. He has assumed the editorship of the *Journal of School Leadership*, and I know that he will bring the same energy and commitment to JSL that he has brought to our newsletter. Thanks Jeff for a great job! We really appreciate all of your hard work! **Latish Reed** (University of North Carolina-Chapel Hill) will become the new editor of the Division A newsletter.

My term as Division A Vice President will end at the close of the AERA 2010 Annual Meeting. The Annual Meeting will be held in Denver, CO. I am hoping to make school leadership, teaching and learning, and school community collaborations in the Denver area one of the central foci of

## Vice President's Column (continued)

the meeting. If you live in the Denver area and wish to provide me with information about innovative programs, outstanding leaders, or interesting collaborations please let me know.

I look forward to seeing you in San Diego at the Division A Business Meeting on Wednesday, 6:15 -7:45 p.m. and at the reception following the Business Meeting, 7: 45 – 9:00 p.m. in the San Diego Convention Center.

## Linda Tillman

### 2009 AERA Undergraduate Students in Education Research Training Workshop

Division A Vice President **Linda Tillman** (University of North Carolina-Chapel Hill), and Division A graduate students **Tirza White** (Emory University), **Vanessa Keenon** (University of Texas-San Antonio), **Katherine Mansfield**, **Pei-Ling Lee**, and **Anjele Welton** (University of Texas-Austin) will serve as mentors for the 2009 AERA Undergraduate Students in Education Research Training Workshop. The Workshop is designed to develop a talent pool of undergraduate students who plan to pursue doctorate degrees in education research or in disciplines and fields that examine education issues. Twenty undergraduates will be paired with a faculty mentor and a graduate student and will spend three days at AERA attending sessions, participating in presentations and learning about education research and AERA. Division D Vice President **Linda Cook** has played a major role in facilitating the Workshop.

### Division A Graduate Student Fireside Chat and Grant Writing Session

The 2009 Division A Graduate Student fireside chat, *Toward Critical and Cultural Responsiveness in the Administration, Organization, and Leadership of Schools* will be held on Wednesday, April 15 from 2:15-3:45 p.m. in the San Diego Convention Center, Room 24A. **Dr. Angela Valenzuela**, Professor in the Department of Educational Administration and Curriculum and Instruction and the Associate Vice President for School Partnerships under the Division of Diversity and Community Engagement at the University of Texas at Austin is the featured panelist and will discuss the skills and structures that encourage, support, and culminate in culturally responsive teachers and leaders in PK-12 school.

The Division A Graduate students are also co-chairing a session with the AERA Graduate Student Council, *Grant Writing for Graduate Students: Considering a Multidisciplinary Lens*, on Wednesday, April 15 from 8:15-9:45 a.m. in the San Diego Convention Center, Room 2. Panelists include **Dr. Vanessa Siddle Walker**, Professor of Education at Emory University; **Dr. Vivian Gadsden**, Professor of Education and the Director of the National Center on Fathers and Families (NCOFF) at the University of Pennsylvania; and **Dr. Lauren Jones Young**, Program Director at the Spencer Foundation.

## **Witnessing Change, a Dream, and the Future from China: Personal Reflection of a Barbara Jackson Scholar**

**Vanessa Hammler Kenon, M.Ed.,**

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College of Education and Human Development  
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The University of Texas at San Antonio

The opportunity for any graduate student to present their research at an international workshop with scholars from around the world is a wonderful experience. For this Barbara Jackson Scholar the invitation to present in Shanghai and Beijing China during the timeframe of the 2008 U. S. Presidential Election was extra special. Watching the response to the election results on college campuses from Shanghai to Beijing was a wonderful experience which allowed me an entirely different perspective into the viewpoint of education scholars on the U.S. election process, as well as how we conduct education research in the United States.

### **Overview of Personal Reflection**

This brief overview of my two week experience will serve as a personal reflection starting with a University Council Education Administration (UCEA) and Barbara Jackson Scholars send off in Orlando. Second, the reflection will highlight the Fifth International Workshop on University Reforms in Shanghai and my work there with scholars from across the globe. Third, this article will provide a view of the 2008 U.S. Presidential Election and the aftermath from China. Next I will review my research work surrounding the Ford Partnership for Advanced Studies (Ford PAS) and the impact of a structured Global Learning Community (GLC) for disadvantaged high school students worldwide. Finally, I will reflect on the implications and potential for this research trip to provide equity and access to structured global studies programs for U.S. students in disadvantaged communities.

### **UCEA and Barbara Jackson Scholar Send Off**

My journey started with an encouraging send off by UCEA members at the International Breakfast Symposium and the Barbara Jackson Scholars mentors and sponsors in Orlando just before I left the U.S. for China. I was given an opportunity to share my research ideas and seek suggestions at several sessions during the Fall 2008 UCEA Convention. This opportunity allowed me to receive vital advice which would serve me well in the international academic environment I would soon join in China. Both groups sent me off with encouragement to pursue the course of my research interests in the area of global studies and explore its implications for U. S. students. Looking back and reflecting on those UCEA experiences, I realize how helpful they were in preparing me for the level of scholarly research discussion I would encounter on an international level in China.

### **Fifth Annual International Workshop on Higher Education Reforms**

My arrival at East China Normal University (ECNU) in Shanghai went quite smoothly due to excellent advanced preparation by the Workshop Secretariat

Dr. Mei Li. Like all of the universities I visited in China, the ECNU hotel on campus was comfortable and provided everything I could possibly need. My first sense of excitement came when I opened the workshop publication and there was my full paper printed in both English and Mandarin. Bbut nothing could prepare me for the pickup in pace on the following morning.

Day one of the workshop started early with a call from the translator before 7:30 a.m. requesting a meeting. The workshop requirement was English presentations, but all power point presentations included Chinese character translations. Several of the Chinese scholars on the program presented in Mandarin anyway, without translation, and this often caused an uproar with the session chairs. My translator was a very kind and professional graduate student who continually reminded me how important it was that he properly translated my materials and took care of all translation for me during my visit. He presented well a prepared power point from the documents I had forwarded weeks earlier.

### ***International Scholars at ECNU***

Meeting worldwide scholars in my area of research interest on global education and hearing their perspectives first hand was a highlight of the invitation to present at this workshop. Those scholars included Dr. Philip Altbach, of Boston University. His books grace the wall of my supervising professor at UTSA and his work continually appears in my research on global education. Meeting him so far away from home was a serial experience.

One of the most serious topics of discussion to attract my interest at the workshop was the issue of the U.S. style of collecting data and writing research. The U. S. style was admired and discussed in a highly respected fashion. On the other hand, there was extensive discussion at the workshop concerning the U.S. and Western styles of methodology and the issue of how difficult it is to have scholarly materials published without using the precise style and form.

### ***Evening Mentoring and Scholarly Discussion***

The days in Shanghai were long, often twelve to fifteen hours. Those long days included mentoring time at the request of Chinese graduate students. Evenings were filled with late tea and discussion of their research interests, sources for scholarly data, and opportunities for study in the U.S. Many of the students did not have access to scholarly journals outside of China, or, they needed assistance in discovering how to access scholarly sources for their research. Quite a few of the graduate students also desired information concerning study in doctoral programs with universities in the U.S.

When I was not meeting the students in the evenings, there was dinner with professors from places like Austria, Japan, Canada, Mexico, Australia and the United Kingdom. There were often three or four different languages spoken at the dinner table. It was amazing and an outstanding opportunity to hear about the careers, students, research, education structures, policies in their countries, and future opportunities to share and present research. I also had an opportunity to sit in on the workshop organizers' planning sessions for future workshops and the signing of official documents.

### ***Reaction to the 2008 U.S. Presidential Election from China***

In the midst of the ECNU Workshop, issues of the global economy and the election of the next U.S. President were major topics of discussion. On Election Day there was frenzy in the ECNU Conference Center as the results of the

election came in during the workshop lunch. Since Shanghai is thirteen hours ahead from my home in San Antonio, Texas, it was lunch time as the final election results rolled in. I had spent every break during the morning sessions checking the results.

It was quite an experience watching the English version of CCTV tell the listening public that the Chinese people had no interest in the election, and interviewing Chinese citizens making the same statements. The people on the other hand, stressed not only their interest, but their genuine pleasure with the election results. From the college campuses to the street corners, Chinese citizens who could not even speak English greeted me on streets and in hallways with a cheer of "Obama!" a raised fist and a smile! I watched President Obama's acceptance speech, with a five second delay through the Chinese censors, on my laptop in my room with pride and excitement. It was a thrilling experience and once the censored video transcript loaded on my computer I was able to watch it again without the starts and stops. The experience made me truly appreciate our freedoms.

The response to the election was similar as I moved from Shanghai to Beijing. I will never forget boarding the morning China Air shuttle between Shanghai and Beijing with constant cries and murmurs of "Obama!" mixed in with Mandarin and the deep, distinctively different from Shanghai dialect of the Beijing businessmen. After the workshop, there were educational tours to places like both the ancient and new Fudan University. I also was given the time to discuss my research in the area of global learning communities and potential partnership projects with the university's lab school.

#### **Ford Partnership for Advanced Studies (Ford PAS) Global Learning Community**

The main focus of my trip to China surrounded presentation of my research on structured global learning communities (GLC) and the opportunity to link schools in the local San Antonio community with schools in China and other nations. Our group in San Antonio was looking for a more structured GLC where secondary and university faculty and students could work to research the needs and potential for structured global studies program which would benefit high school students in disadvantaged communities.

#### **University and High School Ford PAS Partners**

Research presentations took me to the university side first, which included visits to Central University of Finance and Economics and Central University of Nationalities in Beijing to work with universities that might provide academic support for the high school program as the University of Texas at San Antonio and many other universities and community colleges manage to do in the U.S. On this visit, my host educators gave me my first true entry into Chinese secondary schools with a tour and visit with educational leaders at one of China's large, inner city high schools. The school was an awarding winning institution with the desire to partner with a U. S. high school to work on Ford PAS projects pertaining to the environment, and presentations were given for two high schools at this facility.

#### **Community Groups and Ford PAS**

Community groups serve a major role in many Ford PAS programs, and the art community of Songzhuang quickly positioned their new secondary school to become a part of the Ford PAS global learning community. Several

professors, researchers and artists came to hear about the Ford PAS program and how it might work in the Chinese secondary and university system. Work with the Songzhuang group included a detailed look into ancient Chinese culture through the contemporary artwork found throughout Beijing. This group argued that one of the most important ways to introduce the world to Chinese culture is through art, both ancient and contemporary. Their point was well exhibited throughout the galleries of Beijing as well as in the art pieces in Songzhuang on their way to the national gallery.

A visit to the home of famed art critic Li Xianting served as a highlight to this part of the trip. My hosts in Beijing arranged a private visit with Mr. Li to discuss my research and a Ford PAS partnering school in the U. S for the new school he is building. The line of people who trailed in and waited to see this distinguished scholar was amazing. It was an honor to discuss my research and the presentation of Chinese culture to U.S. students and U.S culture to Chinese students by way of a GLC. My presentation to the professors and artists in the community was followed by a presentation to members of the Peoples Republic Media who sent representatives to meet with me on my final day in Beijing. I discussed my research on global studies, and the far reaching potential of the Ford PAS GLC in China.

### **Reflecting on Future Implications of the Visit**

There is not enough space here to cover the many rich cultural experiences I enjoyed and shared during the two full weeks I spent presenting and absorbing the research of scholars from around the world in China. One of the major areas of reflection for me was how this trip would help my research interest in the area of transnational global experiences. From the time I returned, I have continued to reflect on What Worked Well on the trip, What Didn't Work Well, and the Places for Potential Further Study on my next visit to China.

#### **What Worked Well**

The hospitality, accommodations, and all requests, both scholarly and personal, were answered quickly and positively. A graduate student seeking research and publication opportunities might wish to consider some of the global calls for paper presentations. The international hosts were all pleasant and this trip not only opened an opportunity to have my work published in a book, but also an invitation to present and serve as a Chair and discussant with international scholars in Lisbon, Portugal this summer. Listening and observing, whether you can speak the language or not, is a great skill to take into this environment along with an open mind. I ate a lot of things I never thought I would and had to break many of my traditional customs such as eating very large meals at nine and ten o'clock at night in order to assimilate to the culture. I learned to eat with chopsticks like the rest of the participants, even though forks were offered. The fellow graduate students were wonderful and always looking for sources to work with on research. I am still assisting several doctoral students with research projects.

#### **What Didn't Work Well**

These scholarly opportunities offer so many open doors it is nearly impossible to follow-up with all of the scholars who agree to work with you. Even though this is a good problem to have, an ethical scholar might feel a sense of guilt and should find a way to table and revisit the opportunities presented.

Business cards and offers to collaborate on research present themselves quickly and often if you are an outgoing person. A reflective notebook is a good way to keep track of the scholars and their research. I started well in this area, but somehow my journal came up missing by the third day of a fourteen day trip.

If you are going into an area where you are not proficient in the language, a good, scholarly based translator is important. The graduate student translators in Shanghai were excellent and far above average compared to the many translators I have been privileged to work with. My translators in Beijing could speak the English language well, but it took them more than twice as long to get the scholarly ideas of research across to the high school leaders and the professors who did not speak English. A good translator is vital, and as a true global citizen one should learn as much of the basics of the language as one can, whether your hosts speak English or not.

#### ***Places for Potential Further Study***

Collaborative programs between high schools and universities, or the lack thereof in China is a place for further study I intend to pursue as a follow-up from this trip. During the course of three trips now to China, I have had the opportunity to visit some great universities, but very few high schools. I have also found that other than the affiliated university high schools, there does not appear to be strong links between the universities and secondary schools. Most of the professors gave me a strange look when I discussed collaborative programs with high schools. To that end, collaborative programs will be my next focus area as the UTSA College of Education sends a group of students to China late this spring to study the educational programs structure there.

### **Congratulations to AERA Division A members who recently earned their doctoral degrees!**

Rahmon Hart (Duquesne University)  
Cosette Grant (Duquesne University)  
Monica Lamar (Duquesne University)  
David Parker (Duquesne University)  
Hollis Batista (Duquesne University)  
Kimberly Stokes (The Ohio State University)  
Karen Beard (The Ohio State University)  
Allegra McGrew (University of Houston)  
Anthony Dorsey (Georgia State University)  
Tammy Campbell (Washington State University)  
Felicia Wilson (Pennsylvania State University)

**The American Educational Research Association Annual Meeting will be held April 13-17, 2009 in San Diego, CA.**

**Division A will have many outstanding sessions including the following:**

Division A Early Career Mentoring Seminar, Sunday, April 12, 9-4 p.m.  
See [aera.net](http://aera.net) for registration information.

Barbara L. Jackson Faculty Development Workshop, Monday, April 13,  
9 a.m. – noon

Talking About the Work: Urban Principals and Scholars Collaborative  
Inquiry into What Makes a Difference, Tuesday, April 14, 10:35 a.m. –  
12:05 p.m., Manchester Grand Hyatt, Manchester Ballroom, Section B

**Division A Executive Committee Meeting:** Wednesday, April 15, 10:00 –  
11 a.m. Linda Tillman's suite, Manchester Grand Hyatt Hotel.

AERA Awards Presentation and Presidential Address, Wednesday, April  
15, 4:05 -6:05 p.m., San Diego Convention Center, Ballroom 20B/C

**Division A Business Meeting:** Please plan to attend the Division A  
Business Meeting on Wednesday, April 15 from 6:15-7:45 p.m. in the San  
Diego Convention Center, Ballroom 6D.

**Division A, L, UCEA, the University of Texas-Austin College of Education,  
and SAGE Publications Joint Reception** Wednesday, April 15, 7:45-9:00  
p.m. in the San Diego Convention Center, Ballroom 20A.

Perspectives on the Education of African Americans, Thursday, April 16,  
10:35 a.m. – 12:05 p.m., San Diego Marriott Hotel, Del Mar.

AERA Open Business Meeting, Friday, April 17, 8:15 a.m. – 9:45 a.m., San  
Diego Marriott Hotel, Marriott Hall Salon 5.

Division A & L, UCEA David L. Clark Graduate Student Research  
Seminar, Friday, April 17 and Saturday, April 18. San Diego Marriott  
Hotel, Columbia 1, 2

## Policy to Practice

### Rights versus Responsibility: Educating the African American Male

By **Lisa Bass**, Ph.D.  
The University of Oklahoma

*"We can whenever and wherever we choose, educate all children whose schooling is of interest to us. We already know more than we need to know to do that, whether we do so or not will ultimately depend upon how we feel about the fact that we haven't done so thus far." ~Ron Edmonds*

It is apparent that the system of education in the United States faces major problems in educating certain pockets of student populations. Student populations that have historically been marginalized include poor students, students for whom English is their second language, students with learning and disabilities, and African American students – particularly African American males. This marginalization of student sub-groups was the issue that No Child Left Behind legislation intended to address. In fact, the government enacted the mandate as though a free and appropriate education was a *right for all students*. Because a free and appropriate education is viewed and treated as a right, policy makers took responsibility for trying to fix the problem through the No Child Left Behind act. Though No Child Left Behind legislation has been successful at showing just how far behind certain subgroups are, it has been largely unsuccessful in closing achievement gaps between those subgroups that are academically unsuccessful, and ones who are successful. In fact, the gap in achievement is widening in some cases. This is particularly true of African American males.

The issue of why African American males continue to be underachievers in school settings at an increasing and staggering rate has both troubled and perplexed educators and educational researchers for decades (Bailey & Paisley, 2004; Jackson & Moore, 2008; Moore & Herndon, 2003; Ogbu, 1990, 1992, 1994; Somers, Owens & Piliawsky, 2008; Varlas, 2005). Educational Trust Senior Associate Carlton Jordan notes: "[w]herever I go, African American males are at the bottom. He states further, "[t]hese patterns are not going away and are not limited to one local area." In addition to being underrepresented in academic circles, African American males are overrepresented in special education, in discipline systems in schools, in juvenile detention facilities, and in prisons (Maholmes & Brown, 2002; the Counsel for Exceptional Children, 2002; the Education Trust, 2006). Consequently, many concerned scholars have focused their research agendas toward closing the achievement gap between African American males and other groups.

Though grim, Jordan's statements remain true – despite incessant research efforts, discussions, and writing on the subject of low African American male achievement. Therefore, the issue of bridging the achievement gap between African American males and other groups of students is deserving of further consideration. In fact, it has aptly been argued that this issue poses a *state of emergency* (Kunjufu, 2001) in educational research. Facts that

substantiate the educational status of African American males as a state of emergency include: one out of every four African American males is in jail or under court supervision; and there are more men in their 20s under court control than in college (Bailey & Paisley, 2004; Bass & Coleman, 1997; Green & Wright, 1992; Mauer, 1990).

Though underachievement among African American males in education has long been an area of concentration in educational research, it is not the amount of research, conferences, or the number of discussions on a topic in education that dictates when researchers need to move on; but when answers and solutions result in positive and permanent change. Though there has been pockets of success in schools and in programs that should continue to be recognized, no large scale solutions or positive changes have resulted from the scholarship invested in the problem of the low achievement and high incarceration levels of African American males as of yet.

The purpose of this piece is to move the discussion a step further toward a solution by drawing further attention to the fact that there are missing elements in the African American male experience making educational attainment difficult. The goal then is to motivate educational research and leaders not only continue solution focused research, but also to adopt successful practices based upon the research that has already been published. This is our responsibility as professional educators, educational leaders, and educational researchers.

Most educational researchers and other social scientists recognize that the problem of low achievement among African American males is rooted in greater societal issues. However as educators, we cannot afford to wait for society to accept responsibility for educating African American males, or any other disenfranchised populations that has been short changed. According to Bailey and Paisley, "the best chance of changing these negative and social trends for African American male adolescents lies within the school environment and will require innovative strategies if this trend is to be reversed (Bailey & Paisley, 2004; cf. Ascher, 1991; Johnson, 1980). Though the schooling experience is not the same for all students, the school is the *only* common ground for students in this country, and the only ground which educators and policy makers have any control over. That said, the system of U.S. system of education is the logical place to start as we seek to solve the problem of low achievement among African American males.

Jawanza Kunjufu (2005) states: "this problem is not genetic, it is systemic." If this is true, then a moral trespass is being committed against African American males in the U.S. school system. Consequently, it is the ethical responsibility of educators and educational leaders to debunk the elements of the public school system in the United States that structurally and diametrically oppose the educational and social development of African American males. Furthermore, educational leaders and educators who know what the problems are without taking steps toward a solution can be implicated, in a sense, acts as accessories in promoting a system that sets African American boys and men up for lifelong failure.

Free education and appropriate education for all children is an appreciated entity, which was further established by the United States through the No Child Left Behind legislation. By enacting this legislation, the U.S

government is saying that everyone, including African American males, has a right to an education that is free and appropriate for their needs. This not only raises the question of whether or not the federal government is doing enough to remedy the problem; but also the question of who should accept responsibility. As Ron Edmonds says, we already know what to do. Whether we choose to do what it takes to improve education for African American males depends upon which lens we view our responsibility as educational leaders. Should the responsibility be shifted solely to parents, to society, to the local schools' principals and teachers? Should it be loaded onto to the failing students themselves? Just who is positioned to accept responsibility? The answer is that we can all do something, and that we are all responsible. However, the responsibility for leading systematic change is ultimately ours as researchers and leaders in the field of education.

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**Policy to Practice** is a new and recurring feature of the Division A Newsletter and is edited by **Curt Adams, University of Oklahoma**. For comments or questions about the feature, please contact Curt at: [Curt.Adams-1@ou.edu](mailto:Curt.Adams-1@ou.edu).

## Thank You from AERA Division A!

Many thanks to Dean **Betty Merchant** (University of Texas-San Antonio), Dean **Margaret Grogan** (Claremont Graduate School), Dean **Olga Welch** (Duquesne University) and Dean **Kent McGuire** (Temple University) for their generous support of 2009 Division A activities!

## Self-Help Mentoring for Academic Writers

By Dr. Carol A. Mullen, University of North Carolina-Greensboro

Academic publishing is a major learning curve. However, mentoring, coaching, and networking can make the difference. While various strategies can assist the developing writer with this growth process, the deeper issue is that of one's mindsets, habits, and conditioning.

With a *growth mindset*, we cultivate our talents through perseverance and in community. As we respond proactively to opportunities that challenge us, our ideas and skills change. We grow through experience and application. Truth be told, because scholarly writing is such a complex, if not undaunting, skill, it must be fostered with rigorous attention and over time. In fact, scholarly writing demands a habit of mind not supported by periodic or intermittent activity. Consider Dewey's (1938) famous "principle of habit." He theorized that capable people form habits and attitudes that are responsive to different situations. As scholars, our thinking capacity and writing skills improve when nurtured daily—this requires close watch. Distractions rival our attention. Negative self-talk is no second contender. Writers give form to thought, much like the blacksmith who creates objects by forging metal in its non-liquid state. We have a calling as a scholar—it is a matter of recognizing what that is and then becoming very creative about shaping and disseminating our message.

Working with faculty and peers is a vital part of our academic socialization. In fact, interacting and networking enables us to not only write but to produce in a context that is socially relevant. Nourishing academic connections and networks takes time and requires a habit of mind. With others we tackle ideas that are deeper-reaching than our own. While one-on-one mentoring remains necessary, group-based learning has become rapidly popular. This type of mentoring ranges from learning communities to inter-institutional partnerships. Faculty members are joining writing groups. The "mentoring mosaic" is a writing group that maximizes the benefits of co-learning, making available to any one member multiple mentors and opportunities. Mentoring can be performed not just one-on-one or as a group but even as a whole culture engaged in rethinking itself.

Publishing stakes are high. Peer coaches assist faculty with specific tasks. From mentors developing scholars experience a longer-term relationship, imbued with affinity and continuity. Administrators and faculty have access to a rich network. To help ensure progress and success as a published author, one can also solicit the help of peer readers. Even some of the most prolific scholars seek feedback, believing that "friends don't flatter—enemies flatter."

Writing is one thing but publishing is quite another. The challenge of publishing alters the writer's work and life. Craft and audience are paramount in the publishing world and these are learned skills. No matter how many times we have improved upon our work, we miss what a good reader can catch. Accepting sound criticism, we grow into being our personal best critic. Remember that there are no good writers, only good rewriters. Not all academics want, need, or have access to mentoring, coaching, or networking. But even the most independent of beginning faculty resort to episodic coaching

in areas of high-need, whether from a journal editor, reference librarian, or technology expert, or a seasoned colleague down the hall.

Many of us have been conditioned to view writing as a private event, much like sleeping or bathing. No matter how we “slice” it, writing necessitates a great deal of “alone” time. It takes effort to collaborate with even the most synergistic, altruistic academics. It is no wonder, then, that some new faculty also view sharing, learning, and growing as intimate experiences. Yet being mentored on writing with others is a catalyst for sharing, learning, and growing. We grow into our best self by rising to the occasion.

#### **Endnote**

For an elaboration on this essay, see Johnson, W. B., = Mullen, C. A. (2007). *Write to the top! How to become a prolific academic*. New York: Palgrave Macmillan.

#### **Reference**

Dewey, J. (1938). *Experience and education*. New York: Macmillan Publishing.

### ***Don't get left out of the 2010 AERA Annual Meeting!***

Proposals for the AERA 2010 Annual Meeting will be due on JULY 15, 2009. While we are all accustomed to an August 2 deadline, proposals will now be due two weeks early. Complete details about the 2010 AERA Proposal submission process will be printed in the May or June edition of *Educational Researcher*. The 2010 AERA Annual Meeting will be held in Denver, CO.

### **Division A Junior Graduate Student Representative:**

Graduate students interested in serving as the Junior Graduate Student Representative should contact Tirza Wilbon White at [twwhite@emory.edu](mailto:twwhite@emory.edu). The Junior representative will begin his/her duties June, 2009.

## Announcing a New Information Age Publishing Book Series:

# Educational Leadership for Social Justice

*Series Editor: Jeffrey S. Brooks, Auburn University. Series Editorial Team: Denise Armstrong, Brock University; Ira Bogotch, Florida Atlantic University; Sandra Harris, Lamar University; Whitney Sherman, Virginia Commonwealth University; George Theobaris, Syracuse University*

Contact Jeffrey S. Brooks at: [jeffreysbrooks@auburn.edu](mailto:jeffreysbrooks@auburn.edu) for more information about this series.

The purpose of this book series is to promote research on educational leadership for social justice. Specifically, we seek edited volumes, textbooks, and full-length studies focused on research that explores the ways educational leadership preparation and practice can be a means of addressing equity concerns throughout P-20 education. Possible topics include, but are not restricted to the following issues:

- **Race** and educational leadership
- **Class** and educational leadership
- **Gender** and educational leadership
- **Ethics** and educational leadership
- **Ethnicity** and educational leadership
- **Culture** and educational leadership
- **LGBTQ** issues and educational leadership
- **Equity** and educational leadership
- **Access** to educational leadership
- **International and Comparative** perspectives on leadership for social justice
- **Research methodologies** and educational leadership for social justice

**And many, many others...please contact us with your ideas and questions!**

### Proposal and Manuscript Submission Process

We invite you and your colleagues to submit a book proposal of approximately 5-8 pages. All proposals will undergo editorial team and/or blind peer review. Proposals should include the following sections:

1. **Introduction and overview:** Explain the scope of the book project and describe how it is grounded in and extends the extant educational leadership for social justice research base, broadly conceived. Proposals should be aligned with the purpose of the *Information Age Publishing Educational Leadership for Social Justice Book Series*.
2. **Summary of contents:** Provide a proposed table of contents, brief synopsis of each chapter, and an approximate page count for each chapter, including any references and appendices.
3. **Timeline:** The timeline should include initial phases of the publication process that will lead to initial submission of chapters. From that point, accepted manuscripts will undergo editorial and blind peer review.

Please note that while we encourage many kinds of proposals, including textbooks, edited volumes, and full-length studies, we expect all proposals to be grounded in relevant and appropriate inquiry and perspectives. We look forward to hearing from you.

### **From the Editorial Team**

Hello all! It is with some regret that I announce this as the final issue of *School Leadership News* that I will contribute to as editor. First and foremost I thank Linda Tillman for her tremendous support of the newsletter. I also thank the editorial team that has made these last several issues happen: **Gaetane Jean-Marie** and **Curt Adams** of the University of Oklahoma; **Whitney Sherman**, Virginia Commonwealth University; **Karen Crum**, Old Dominion University, and; **Danna Beatty**, Tarleton State University. I am pleased to welcome **Latish Reed**, University of North Carolina-Chapel Hill as editor and wish her the best of luck.

Thank you for your support!  
**Jeffrey S. Brooks**, Auburn University

### **Call for Support**

Our goal continues to be expanding the content and distribution of the Division A Newsletter. To make our Newsletter a “must read” for our entire membership, we are seeking:

- commentaries that focus on topical issues
- perspectives that provide readers with insights about Division A concerns
- critiques and recommendations to improve the newsletter content and format
- information and announcements to include in future issues
- volunteers to serve as reporters, historians, and so forth
- calls for proposals and papers relevant to Division A members

Submissions or suggestions for improving the newsletter should be sent to **Linda Tillman** [ltillman@email.unc.edu](mailto:ltillman@email.unc.edu) or to Latish Reed at [latish\\_reed@unc.edu](mailto:latish_reed@unc.edu). Please help us keep each other well informed about Division A and our fields of interest.

### **Submission Guidelines and Deadlines**

In addition to the sections included in this issue, *School Leadership News* periodically considers publication of brief articles on issues that are trenchant and of interest to Division A members. Restrictions for publication will apply (preferably no more than 1,000 words or 5 to 7 pages of double-spaced text) in order to meet newsletter page limitations (2-3 pages). The editors reserve the right to edit for style and length. Suggestions for articles will be accepted from Division A officers, committee chairs and members, and members of Division A and related Divisions or SIGs. Please contact Latish Reed at [latish\\_reed@unc.edu](mailto:latish_reed@unc.edu) for specific information about specific details and deadline.

We invite you to browse both the AERA Division A Web Site and the Archives of the Division A Newsletter, both available at [www.aera.net](http://www.aera.net).

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