

AERA Division A Newsletter

School Leadership News

Issue 3

Spring 2003

VICE PRESIDENT'S CORNER

Patrick B. Forsyth
Oklahoma State University
forsytp@okstate.edu

This is our third newsletter of 2002-2003 and, as promised, it references the draft of our Division A Bylaws in preparation for a vote by the membership at the Business Meeting in Chicago. [\[Bylaws are posted on Division A Web site\]](#). The Ad Hoc Governance Committee and its co-chairs, Martha M. McCarthy and Karen Seashore, have done an excellent job in providing a set of guidelines that makes the activities and opportunities of the Division more visible and accessible, while not over-regulating its volunteer organization. This task, along with the timely appearance of the Division Newsletter, completes the first phase of my commitment to improve communications, expand participation, and make the workings of the Division more transparent and democratic.

Division A Membership

On January 26, due in part to my constant nagging, the AERA Council voted to reinstate a free divisional membership as part of individual, annual dues. Since many of us like to maintain membership in Division L, I had hoped for two free divisional memberships, but settled for one. This action will not take effect until a new fee structure is put in place, probably late this coming summer. Most recent numbers indicate that only 58% of AERA members affiliate with a division. I believe this is due largely to the less-than-prominent request on the membership form

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<http://www.tigersystem.net/aera2003/divisionasearch.asp>

to indicate divisional membership and the additional fee. Current membership of Division A is 1,517 and places the Division as the 7th largest division of 12, right behind our sister Division L, from which we separated a few years ago.

Meeting Agenda Item

Council would like divisions to discuss and submit ideas related to AERA's influence and leadership in research by means of the Annual Meeting. Over the years, the primary way AERA attempted to do this was by designating a theme. This has not been seen as a particularly effective mechanism, since many of us are often unaware of the annual theme. The Council is cognizant of the annual meeting's critical function of providing a forum for on-going research of its members. But Council also believes AERA should stimulate new and divergent thought. We need to consider:

- What are ways and means to enhance both functions?
- How might the Association more effectively stimulate and broaden the intellectual development of its members, assuming the current "theme" approach is not working?

I invite Division A members to give this some thought prior to our business meeting where it will be an agenda item. *Please forward to me other items that you think ought to be on our agenda.*

Election of New VP

By now you should have received your ballot in the mail. The Nominating Committee's very strong slate of candidates includes Ellen Goldring, Vanderbilt University; Rodney T. Ogawa, University of California, Santa Cruz; and Mark A. Smylie, University of Illinois at Chicago. As you probably know, Vice Presidents now will be elected for three-year terms. The new ballot will be an electronic-scan form that will make more accurate and simplify the enormous counting and verification process previously used.

AERA Financial Status

Financially, AERA is in very good shape with a reserve fund of approximately \$12,000,000. Conservative investments have saved harmless the Association's reserves from the catastrophic

markets of recent years. This is particularly helpful during this period of transition to new leadership under Felice Levine. I anticipate that AERA will be a significantly different organization in a few years. The secure financial condition of AERA makes this transition possible.

Chicago is nearly upon us: Don't forget to reserve a room early and be certain to put the Division Reception and Business Meeting **[Wednesday, April 23, 6:15-7:45 PM, Hyatt Grand Ballroom A, East Tower, Gold Level]** on your personal agenda. With Rod Muth and Tricia Browne-Ferrigno at the helm of the Newsletter, we will certainly get the Division Program planner to you in plenty of time. Looking forward to seeing you there!

GRADUATE STUDENTS UPDATE

Susan Bernstein, Florida Atlantic University, docbernz@aol.com
Mark Salinas, University of California-Riverside, tortuga3000@netscape.net

We are currently assisting graduate students from all over the world on how to plan and prepare for the 2003 Annual Meeting of AERA in Chicago. Please send our e-mail addresses to your graduate students if they have any questions about becoming involved in AERA.

Many graduate students find it overwhelming to register online, book flights, and find reasonable housing for a week in Chicago. The students who are giving presentations are even more nervous. For five days in a world-class city, it typically costs roughly a thousand dollars. The AERA Graduate Student Council is trying to help link graduate students for housing to cut the costs, but we need everyone's help. We ask you to help support your graduate students' trips to AERA by getting your department, college, or university to help with the expenses like many colleges across the country. If you need ideas or examples of colleges that do this, just ask us!

If your university has vacant positions, we encourage you to seek out our graduate students at our activities. We invite you to attend our session and encourage you to bring or send your graduate students to "Young Academics: Going from Grad School to Faculty: Career Stories of Up and Coming Faculty Members." The session **[Tuesday, April 22, 2:15-3:45 PM, Sheraton Parlor F, Level 3]** includes free food and wonderful panelists:

- Dr. Eleni Coukos-Semmel (Director of Research for the Center for Educational Leaders in the College of Education, Florida Atlantic University),
- Dr. Gerardo R. Lopez (Assistant Professor, Department of Educational Leadership and Policy Studies at Indiana University), and
- Dr. Michelle D. Young (UCEA Executive Director and Clinical Associate in Educational Leadership and Policy Analysis at the University of Missouri, Columbia).

SCHOOL LEADERSHIP NEWS

Division A will sponsor a special New Member Meeting and Reception [Thursday, April 24, 4:05 - 6:05, Swissotel, Grand Ballroom 3, Ballroom Level]. This is a great place for graduate students and new faculty to network and feel comfortable! The Graduate Student Council also sponsors a social, hospitality suite, and business meeting each year. These are great ways for students to get involved in AERA and meet students from all over the world.

We would like to thank all of the students who submitted manuscripts for the *International Journal of Leadership in Education (IJLE)* contest that we co-sponsored. Special thanks to Dr. Ira Bogotch (Florida Atlantic University) for helping coordinate the contest. Watch for the names of the winning recipients! If you missed out this year, please try again next year!

We thank our IJLE contest reviewers: Susan Bernstein (Florida Atlantic University), E. Anne Christo-Baker (Bowling Green State University, Ohio), Menthia Clark (Louisiana State University), Grace Gutierrez (Gonzaga University, Texas), Natalie Johnson (Iowa State University), Stephen Jull (University of Cambridge), Carol Karpinski (Rutgers University, New Brunswick, NJ), Wendi Laurence (Portland State University), Shreeza Mohammed (Florida Atlantic University), Marla

Mutis (Roosevelt University, Chicago), David Pang (University of Auckland, New Zealand), Mark Salinas (University of California, Riverside), Mark Smith (Appalachian State University, NC), Ondra Thomas-Krouse (University of Georgia), Audrey Trainor (University of Texas, Austin), Dennis Tynan (University of Texas, San Antonio), and Madhavi Vivek Dharanakar (Yashavantrao Chavan Maharashtra Open University, India).

Thank you also to all Division A faculty members who sent the names and e-mail addresses of their graduate students for our listserv. We continue to seek graduate students interested in serving as graduate-student liaisons on their university campus to disseminate information about AERA. It is not too late to forward their names to Susan Bernstein (docbernz@aol.com) or Kamau Oginga Siwatu (ksiwatu@unlserve.unl.edu).

If you are interested in checking out fun places in Chicago to visit before arriving there, we recommend logging onto a wonderful entertainment and restaurant guide for Chicago located at <http://www.metromix.com>

See you in April ☺

FROM THE EDITORS: Kudos to our Graduate Student Reps!

Susan Bernstein and Mark Salinas have worked diligently this year as Division A Graduate Student Representatives. We want to acknowledge their diverse contributions to helping fellow graduate students, Division A, and AERA generally and thank them for their support of the Newsletter.

Check out their many roles and activities this year: act as liaisons between education administration students and AERA, work with the Division A VP, write articles for the Division A Newsletter and the Graduate Student Council Newsletter, plan a “fireside chat” during AERA Annual Meeting, be active members of the Division A Membership Committee, attend the mid-year AERA meeting, give a report at the Division A Business Meeting, give a report at the Grad Student Council Business Meeting, help publicize the Division A Dissertation Awards and the Division A Graduate Student Clark Seminar, attend the Division A Social and the Graduate Student Social, volunteer time in the Graduate Student Hospitality Suite, assume extra duties for the Graduate Student Council (i.e., helping with housing, elections, installations, and ad hoc committees), work with the *IJLE* on their Graduate Student Manuscript Contest, and work with any other organizations that request their assistance.

Please join us in applauding this year's Graduate Student Representatives!

FROM THE EDITORS

Rodney Muth, Editor, University of Colorado at Denver, rod_muth@ceo.cudenver.edu

Tricia Browne-Ferrigno, Associate Editor, University of Kentucky, ferrign@uky.edu

The response from Division A Committees with copy (i.e., news, announcements, articles) that appears in this newsletter is most gratifying. Most copy was received by the January deadline for this issue—or shortly thereafter. While the deadline for the Summer 2003 issue copy was set for April 10 (publication in June), we are extending deadline for copy so that the Summer issue can report on our successes in Chicago. Please make a note that **Summer 2003 newsletter copy is due May 10** (publication July 10).

Highlights of the Spring 2003 Issue

In this issue, our VP Pat Forsyth reports on progress made with the Council on automatic membership in Division A and the financial health of AERA, indicates that the draft Bylaws that will be voted on at the business meeting in Chicago, and announces the ballot for Division A Vice President. Please locate the draft Bylaws on the Division A Web site and read them in advance of the business meeting. Look for your ballot, and vote!

The newsletter includes lots of news from our graduate student representatives, Susan Bernstein and Mark Salinas (pp. 2-3). Please also note our special “thank you” to Susan and Mark that follows their report.

This issue’s *Perspective* (pp. 5-8) is an abbreviated version of a memo from Fenwick English to Michelle Young, Executive Director of UCEA, and Ted Creighton, Executive Director of NCPEA. English raises important issues that inform our continuing discussion of standards and preparation of school leaders. We invite you to contribute to this important conversation by sending your comments and responses.

Division A’s organization and contact information for officers and chairpersons for 2002-2003 was moved to end of newsletter (p. 13). This listing appears regularly, so please alert us to any changes. *Committee News* (pp. 8-11) includes reports and announcements from several task forces and committees.

Call for Support

One goal for our first year has been to expand the content and distribution of the Division A newsletter. To make our Newsletter a “must read,” we seek

- commentaries that focus on topical issues
- 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 the like

Suggestions for improving the newsletter should be sent to our Vice President, Pat Forsyth (forsytp@okstate.edu), or to the editorial team. Specific suggestions to improve the newsletter layout should be sent to the Associate Editor, Tricia Browne-Ferrigno (ferrign@uky.edu). Anyone wishing to assume responsibility for one or more of the content areas should contact the Editor, Rod Muth (rod_muth@ceo.cudenver.edu). Other contributions can be sent to either editor. Please help us keep each other well informed about Division A and our fields.

PERSPECTIVE: About the Policing Functions of ELCC/NCATE and the Standardization of University Preparation Programs in Educational Administration

Fenwick English
Eaves Professor, UNC-Chapel Hill
fenglish@email.unc.edu

Editors' Note: This brief memorandum was sent originally by Fenwick English to Michelle Young, Executive Director of UCEA, and Ted Creighton, Executive Director of NCPEA. The memorandum was discussed in the UCEA Plenum in Fall 2002 and by the NCPEA Executive Committee. It is reproduced here in a briefer, edited form as part of the continuing conversation on standards in the Division A Newsletter. The last paragraph was added in late February.

Implementing the Education Leadership Constituent Consortium (ELCC) standards nationally via NCATE accreditation has begun. The initial results are displayed on the AASA website (www.aasa.org). Programs that have been accredited by NCATE are labeled "Nationally Recognized" (n = 24, Schneider & Fede, 2002, p. 3), and those not accredited are listed as "denied" (n = 25, p. 3). In March 2002, Joe Schneider, then Executive Director of ELCC, gave a report with Honor Fede to the National Policy Board for Educational Administration (NPBEA) on the preliminary results. It is to this report, its recommendations, and the context in which it occurred that I address my concerns.

Background

The ostensible purpose of ELCC, NPBEA, and NCATE is to raise the floor for preparation programs. To accomplish this, the ISLLC Standards were created (a) to improve the quality of preparation programs of school administrators (Murphy, 1999, p. 31) and (b) to drive out those programs unable or unwilling to comply. The implicit assumption was that too many university/college programs were inadequate in preparing school administrators (McCarthy, 1999; Murphy, 1999).

Following the adoption of the ISLLC standards by NCPEA and UCEA, a joint consortium, (ELCC and NCATE) began reviewing preparation programs. The preliminary data are

quite alarming for a number of reasons, not the least of which is the ruthless drive for the reduction of variance in preparation programs.

Emerging Concerns about Policing

Of greater consequence for university-based programs is the impact of the "policing" function of the standards that falls to program reviews by ELCC/NCATE. The history of political domination clearly shows that examinations have a long tradition of extending the powers of the agencies doing the examining, a strategy which extends from at least the twelfth century.

Ruthless Reduction of Variance:

Job De-Skilling

In Schneider and Fede's (2002) presentation to NPBEA, the report noted that 75% of the "denied" departments require courses in foundations (e.g., history and philosophy) compared to only 25% of the "nationally recognized departments" (p. 11). Anyone familiar with the nature of university courses would expect to find literature and content which challenge the prevailing management orthodoxies in these "foundation courses." The elimination of such courses is part of the ruthless reduction of variance, a job de-skilling technique made famous by Frederick Taylor's work in creating "scientific management" (Kanigel, 1997).

Similar job de-skilling occurs for faculty when Schneider and Fede (2002) observe that "91% of nationally recognized departments" had 50% or more of their faculty with at least three years of school administration experience, whereas only 60% of the departments with denied programs had 50% or more of their faculty with similar credentials (p. 4). Similarly, 40% of the faculty in denied programs had no experience as practicing school administrators. Schneider and Fede (2002) warn that we should "judge the

worth of a candidate's university training by . . . looking at the percentage of the department's faculty who have three or more years of experience as school administrators" (p. 16).

The importance of scholarship and research are simply not part of the ELCC/ISLLC standards except as it uses and is confined to those standards (see NPBEA, 2002, p. 16). This is not surprising as the standards themselves are profoundly anti-theoretical and reflect Murphy's (1999) bias that new theories are simply forms of "academic trophy hunting" (p. 48). The standards are also anti-intellectual, a trend revealed in the viewpoint that foundations courses (history, philosophy) appeared more frequently in "denied" programs (Schneider & Fede, 2002, p. 11) than approved programs.

The ELCC/ISLLC advocates seem little troubled that their silence on research and scholarship has created Weber's "iron cage," which reinforces the status quo. Practitioners without scholarship or understanding of the importance of theory are simply practicing with no understanding of the epistemological foundations of that practice.

The Status and Inadequacy of the Knowledge Base to Support the Policing Function

The knowledge base upon which the ISLLC standards are ostensibly grounded contains some empirical data from some research studies, a lot of craft knowledge, notions of best practice, and concepts from managerial practice, notably TQM. Such a compilation may support the creation of "guidelines" or perhaps "recommendations," but it is entirely inadequate to support a "policing" function in which programs are labeled "nationally recognized" or "denied." It is inadequate because the content of the knowledge base (a) is not unequivocal and even may be contradictory, (b) is internally inconsistent, and (c) does not point conclusively to an unambiguous concept of practice (cf. Anderson, 2001). In short, the epistemological foundations for policing provide neither the certainty nor the clarity required for policing in any but the most authoritarian and arbitrary manner (English, 2000).

Shall We Participate in the Continued Standardization of Preparation and the Reduction of Program Diversity?

Of great concern to me is the unmistakable trend toward standardization of courses and curricula in university preparation programs with the ascendancy of the ELCC/ISLLC standards. This emphasis, coupled with a denigration of the research of professors and an admonition to employ graduates only from "nationally recognized" programs in which faculty have three or more years of principal experience, amounts to a policing function aimed at creating homogeneity, driving out alternatives, ignoring foundational issues, and locking out any future but the status quo. This hegemonical political activity will freeze out some nationally ranked programs in educational administration because they do not undergo NCATE review. For example, in the 2000 *U.S. News and World Report* ("Specialities") in which the top-ten ranked educational administration programs were listed, none of the top five (Harvard, Wisconsin-Madison, Stanford, Teachers College, or Vanderbilt) are NCATE affiliated (see www.ncate.org).

As long as the most outstanding programs in educational administration do not undergo the NCATE process, claims by ELCC to a monopoly on "nationally recognized educational administration departments" are hollow, self-serving, and arrogant. Can the admonition by Schneider and Fede (2002) to recruit only principals from nationally recognized programs really hold up? Do they and ELCC really think that a school superintendent would not hire a graduate from Harvard or Columbia because the graduate was not approved by the ELCC/NCATE policing process?

Can we as professors support an activity in which the "policing" function drives out diversity, ignores foundational issues, and proffers program discrimination that is arbitrary and political in nature? How do we respond when the ELCC advises superintendents not to hire candidates as principals who are not on their lists, even when no data substantiate the efficacy

of those programs except input criteria? The ISLLC advocates have made much of the idea that “programs should yoke the Standards to the carriage of professional improvement” (Murphy, Yff, & Shipman, 2000, p.18). The ELCC should adhere to their own rules and standards: the ISLLC exam ostensibly assesses how graduates from any program actually perform on the national exam. Do they perform better than graduates from unrecognized programs such as Stanford or Vanderbilt? What data affirm the efficacy of the ELCC/ISLLC agenda?

The Withdrawal of Consent

The direction of the ELCC in enforcing the standards for preparation of school administrators is unmistakable. As professors, we are participating in the homogenization of not only what we teach but of how we should think about what we teach and who is best suited to do the teaching. It is a short next step to define a standardized research agenda. Before we reach a state where the pursuit of truth is also standardized, we must withdraw our consent from a standardization process in which we currently are enmeshed. No standardization of the truth can be accepted, and we must not surrender or compromise the pursuit of it.

Coming Full Circle: Standardization and Profit

A touch of irony was added to this matter when in February at the AASA Convention in New Orleans, Joe Schneider, the AASA Deputy Director who previously has been highly critical of university-preparation programs, announced that AASA, Canter/Sylvan, and Vanderbilt University with Joe Murphy were going into a partnership to offer “on-line” courses for a national MA program. Schneider said, “Canter trains more than 100,000 teachers a year. AASA has confidence in Canter’s ability to help us create and deliver our online professional development program” (AASA news release). Thus, Schneider, the former ELCC Director involved with judging for NCATE whether or not university preparation programs should stay in business, is himself along with AASA going to become a competitor, a clear conflict of

interest if AASA remains a member of the ELCC. The original intent of the national standards was to put some university programs out of business. The standardization of the curriculum enabled it to become transportable in a way no one ever imagined. Now AASA, Canter/Sylvan, and Vanderbilt will be in everyone’s backyard, offering an online MA degree everywhere. I hope that everyone who was a proponent of and a supporter of this process will step back and take a second look.

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SCHOOL LEADERSHIP NEWS

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FROM THE EDITORS

Readers are encouraged to send their responses to this Perspective for possible publication in the Summer 2003 Newsletter. **Deadline for submission: May 10**

COMMITTEE NEWS

Division A Program Committee

Helen M. Marks, Chair 2003, The Ohio State University, marks.50@osu.edu

The Division A program for the AERA 2003 Annual Meeting highlights two invited sessions that will address the conference theme, *Accountability for Educational Quality: A Shared Responsibility*. First, Marshall (Mike) Smith of the Hewlett Foundation will deliver the invited divisional address [**Monday, April 21, 4:05-5:35 PM, Sheraton, Chicago Ballroom 6, Ballroom Level**]. Smith, who served as under-secretary of Education during the Clinton administration, plans to focus on the tensions and dilemmas in accountability policy. Karen Seashore will offer her perspectives on Smith's talk.

Second, a panel of journalists and media experts, organized by Terry Orr and Gene Maeroff, will take on the media's role in communicating accountability data to the public in accurate, fair, and accessible terms [**Wednesday, April 23, 8:15-9:45 AM, Hyatt Water Tower, West Tower, Bronze Level**]. Participating in the panel will be Chiara Coletti of The College Board, Richard Colvin of the Hechinger Institute, and representatives from the *Chicago Tribune* and *Education Week*.

Also, a strand of sessions, chaired by William Firestone, will report on the work of Division A's Task Force on Developing Research in

Educational Leadership [**Tuesday, April 22, 8:15-9:45 AM, Hyatt Gold Coast, West Tower, Bronze Level**].

The Division A Program Committee for the 2003 Annual Meeting includes Judith Alston, Eric Camburn, Mike Copland, Helen Marks (chair), Terry Orr, and Carolyn Riehl. The committee reports receiving a record number of 362 proposal submissions for spots in the sessions allocated by AERA Central—64 sessions (of which 6 are dedicated to such divisional events as the invited sessions, business meeting, and special sessions for the New Members Committee, the Graduate Student Council, and the International Committee).

Based on reviews by 3 to 5 peers for each proposal, 150 individual papers and 37 symposia will appear on the program. Several Special Interest Groups collaborated with Division A in hosting sessions, including the International Studies in Education, Organizational Theory, School Restructuring, and Teaching in Educational Administration SIGs. Together with UCEA and Corwin Press as sponsors, Divisions A and L will collaborate in hosting the Annual Reception for both divisions.

Please check this Web site for most up-to-date conference schedule!

<http://www.tigersystem.net/aera2003/divisionasearch.asp>

New Member Committee

Augustina Reyes, Chair, University of Houston, Areyes@pioneer.coe.uh.edu
 Fran Kochan, Vice Chair, Auburn University, kochafr@groupwise1.duc.auburn.edu

Our task as a committee is to plan AERA conference activities that increase membership, welcome new members, invites new people and groups to participate, and create an environment for inclusiveness of people, ideas, and thoughts about administration and leadership. We identified and invited five scholars to present a short piece about their work and share their ideas about ways to navigate, connect, and get involved in AERA-A. Please plan to join us during the annual meeting at the Division A New Member Meeting and Reception [Thursday, April 24, 4:05-6:05, Swissotel, Grand Ballroom 3, Ballroom Level].

The membership of the following professional associations are possible future members of AERA Division A:

- UCEA
- NCPEA (represented by Theodore Creighton, Professor and NCPEA Executive Director)
- National Association of Black School Administrators (represented by Dr. Alma Allen, a member of the Texas State Board of Education).

Several AERA Special Interest Groups have been contacted to become members of AERA-A. The SIGs include

- Teaching in Educational Administration
- Research on Superintendency
- Organizational Theory

Two AERA Divisions also are targeted for recruitment of new members to AERA-A:

- Division G, Social Context of Education
- Division L, Policy and Politics

Division A Graduate Student Representatives, Susan Bernstein and Mark Salinas, contacted UCEA for a mailing list of doctoral students to notify about student membership opportunities in AERA-A. Kathleen Luckett, Texas A&M University-Commerce, and Sharyn Jones, Bowling Green State University, will assist Susan and Mark in identifying and inviting doctoral students to become members of Division A.

The New Member Committee *faculty representatives* include Judy A. Alston, Bowling Green State University; Joya Anastasia Carter, The University of Georgia; Theodore Creighton, Professor and NCPEA Executive Director, Sam Houston State University; Gloria M. Rodriguez, California State University Hayward; Edith Rusch, Rowan University; and Alan Shoho, University of Texas at San Antonio. *Graduate student representatives* on the committee include Susan Bernstein, Florida Atlantic University; Mark A. Salinas, Chabot College; Kathleen A. Luckett, North Texas A&M, and Sharyn N. Jones, Bowling Green State University.

Committee Chairs Tina Reyes, University of Houston Central, and Fran Kochan, Auburn University, thank Patrick Forsyth, VP Division A VP, and Helen Marks, 2003 Program Chair, for being so helpful in the committee's planning process.

Please check this Web site for most up-to-date conference schedule!
<http://www.tigersystem.net/aera2003/divisionasearch.asp>

Dissertation Award Committee

Alan R. Shoho, Chair, University of Texas-San Antonio, ashoho@utsa.edu or shoho@flash.net
Stephen E. Lucas, Vice Chair, University of Illinois, selucas@uiuc.edu

Fourteen new scholars submitted abstracts about their work for consideration in the 2003 AERA-A Dissertation Award Competition. Several international entries were among the 14 applications. Each dissertation abstract was sent out to five reviewers in a triple blind-review process. Alan Shoho, Chair, sent electronic copies of the abstracts to the external reviewers who scored each abstract according to seven criteria:

- Significance of research problem
- Clarity of research problem
- Adequacy of conceptualization and development of research questions
- Quality of review of relevant theoretical and research literature
- Appropriateness and rigor of research design and methodology
- Accuracy *and* clarity of reporting findings/results
- Appropriateness of interpretation of the research for theory, policy, practice and research

Reviewers sent completed score sheets to Stephen Lucas, Vice Chair, who entered the reviews into a spreadsheet under a blind process, not knowing who the entrants or reviewers were. The spreadsheet of scores was subsequently sent

to Bob Johnson at the University of Utah who was given the identification codes for the entrants. Bob reviewed the scores and provided Alan Shoho with a list of three finalists.

The finalists were instructed to send complete, blind copies of their dissertations during the second stage of review. The triple blind review process was repeated to select the finalist. The awardees will be announced at the AERA-A Business Meeting in Chicago [**Wednesday, April 23, 6:15-7:45 PM, Hyatt Grand Ballroom A, East Tower, Gold Level**].

The Dissertation Awards committee wants to thank the following scholars for their expedited efforts to review the entries: Dick Andrews, Bruce Barnett, Maenette Benham, Tricia Browne-Ferrigno, Karen Cockrell, Bruce Cooper, Michael Copland, Duane Covrig, Ernestine Enomoto, Chon Garza, Roger Goddard, Malu Gonzalez, Don Hackmann, Judith Houle, Bob Johnson, Bonnie Johnson, Catherine Lugg, Betty Merchant, Grayson Noley, Rod Ogawa, Flora Ida Ortiz, Andrea Rorrer, Edie Rusch, Jim Scheurich, Page Smith, and Dennis Zuelke.

Ad Hoc Task Force: Division A Communications

Scott McLeod, Chair, University of Minnesota, mcleod@umn.edu
Christopher Dunbar, Vice Chair, Michigan State University, dunbarc@pilot.msu.edu

Division A is trying to improve its communications! Please give us your input by completing a short online survey. The Web address is www.umn.edu/~mcleod/divisiona

Results of the survey will be presented at the business meeting in Chicago. Thanks!

Please check this Web site for the most up-to-date conference schedule!
<http://www.tigersystem.net/aera2003/divisionasearch.asp>

Ad Hoc Task Force: Developing a Research Agenda

William Firestone, Rutgers University, wilfires@rci.rutgers.edu

Carolyn Riehl, University of NC-Greensboro, cjriehl@uncg.edu

The Task Force on Developing Research in Educational Leadership has produced its first publication, a newsletter-length brief entitled "What We Know About Successful School Leadership." The brief, authored by Kenneth A. Leithwood and Carolyn Riehl, summarizes research evidence by making five general claims about school leadership. It is written for a broad audience, including practitioners, policy makers, researchers, and foundations and organizations concerned with educational leadership issues.

The brief, which may be reproduced without permission, is available online in pdf format at <http://www.cepa.gse.rutgers.edu/whatwewknow.pdf>

In February, Carolyn Riehl and William Firestone, co-chairs of the task force, described

the work of the task force and discussed the brief at a policy forum in Washington, DC, sponsored by AERA and the Institute for Educational Leadership. About 80 persons attended the forum, representing the U.S. Department of Education, the Council of Chief State School Officers, several local school districts, and other organizations.

The task force is currently developing eight working papers on leadership to be presented in a strand of sessions at the annual meeting of AERA [**Tuesday, April 22, 8:15-9:45 AM, Hyatt Water Tower, West Tower, Bronze Level**]. Division A members and other interested parties are invited to attend and offer feedback to the task force. We need your participation!

Ad Hoc Task Force: International Committee

Hanne Mawhinney, Chair, University of Maryland, hmawhinn@wam.umd.edu

Jeroen Imants, Vice Chair, University of Nijmegen, J.Imants@ils.kun.nl

The aims of the International Committee of Division A are to stimulate cross-national communication and collaboration, to promote comparative work among North American researchers, and to provide opportunities for people from non-English speaking countries to play an active role in the Division A program at AERA meetings.

This year, the theme for the International Committee session at AERA will be international developments in the study of leadership and learning communities. The interactive session with six interrelated round

tables [**Monday, April 21, 2:15-3:45 PM, Hyatt, Columbus Hall A/B, East Tower/Gold Level**] promises to meet the committee's aims very well. During the session, discussants will seek to integrate the results of the round-table discussions. In the months preceding the meeting in Chicago, participants from 12 different countries are preparing the discussions for these tables. The discussions at the six round tables are open for every visitor who is interested in an international perspective on leadership and learning communities. For the specific themes and participants of the round tables, see the Division A program listing.

Please check this Web site for the most up-to-date conference schedule!

<http://www.tigersystem.net/aera2003/divisionasearch.asp>

FUTURE ISSUES

Reports from the AERA annual convention and Division A Officers and Committees will appear in the **Summer 2003** issue (published in July). Material for the next issue of the newsletter is requested by **May 10** (a month later than the originally published deadline).

Submission and Publication Schedule

Issue Date	Deadline for Submissions	Submitted to AERA	Published Online	Announced Via E-mail
Summer 2003	May 10	June	July	July 10
Fall 2003	July 10	August	September	September 10
Winter 2004	October 10	November	December	December 10
Spring 2004	January 10	February	March	March 10

Regular Newsletter Features

Vice President's Corner: A regular feature, the Vice President will provide commentary about Division A events, business and expectations for the Division.

Secretary's Report: An occasional item, the minutes of Division A's annual business meeting will be featured in the Summer issue.

Graduate Students Update: News and announcements from Division A's graduate student representatives.

From the Editors: This section will appear regularly and supply notes about the issue, upcoming issues, and other editorial concerns.

Perspective or Commentary: Papers considered for inclusion will be 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.

Member News and Notes: This section includes information about members: what people are doing, what they have accomplished, what they plan for research and with whom, what they are discovering about teaching that others might find of interest, and so forth. Books and articles, special recognitions, and the like are appropriate. If you are interested in helping with this column, please contact the editors.

Regular Features (as appropriate and as available, based upon newsletter publication dates)

- information about Division A committee work supplied by committee chairs
- announcements of calls for papers, dissertation award submissions, and other awards
- listings of SIG contact information relevant to Division A members
- listings of annual award winners

DIVISION A ORGANIZATION, 2002-2003

Vice President

Patrick B. Forsyth
Oklahoma State University
forsytp@okstate.edu

Secretary

James G. Cibulka
University of Kentucky
cibulka@uky.edu

Graduate Student Representatives

Susan Bernstein
Florida Atlantic University
Docbernz@aol.com

Mark Salinas
University of California-Riverside
tortuga3000@netscape.net

Nominating Committee

James R. Bliss, Chair
Rutgers University
bliss@rci.rutgers.edu

Barbara Schneider
University of Chicago
schneidr@norcmail.uchicago.edu

Kenneth Leithwood
University of Toronto
Kleithwood@oise.utoronto.ca

Newsletter Editorial Team

Rodney Muth, Editor
University of Colorado-Denver
rod_muth@ceo.cudenver.edu

Tricia Browne-Ferrigno,
Associate Editor
University of Kentucky
ferrign@uky.edu

Graduate Student Seminar

Planning Representatives
Kenneth K. Wong
Vanderbilt University
ken.wong@vanderbilt.edu

Mark A. Gooden
University of Cincinnati
Mark.Gooden@uc.edu

Awards Committee

Alan R. Shoho, Chair
University of Texas-San Antonio
ashoho@utsa.edu or shoho@flash.net

Stephen E. Lucas, Vice Chair
University of Illinois
selucas@uiuc.edu

Affirmative Action Committee

Joan Poliner Shapiro, Chair
Temple University
naoj@astro.temple.edu

Cynthia Gerstl-Pepin, Vice Chair
Georgia State University
cgerstip@zoo.uvm.edu

Program Committee

Helen M. Marks, Chair 2003
The Ohio State University
marks.50@osu.edu

Carolyn Riehl, Vice Chair 2003
University of NC-Greensboro
cjriehl@uncg.edu

Michael A. Copland, Section Chair
University of Washington
mccopland@u.washington.edu

Eric Camburn, Section Chair
University of Michigan
ecamburn@umich.edu

Terry Orr, Section Chair
Teachers College Columbia University
orr@exchange.tc.columbia.edu

Judy A. Alston, Section Chair
Bowling Green State University
jalston@bgnet.bgsu.edu

Ad Hoc Governance Committee

Karen Seashore, Co-Chair
University of Minnesota
klouis@umn.edu

Martha M. McCarthy, Co-Chair
Indiana University
Mccarthy@indiana.edu

Membership/New Members Committee

Augustina Reyes, Chair
University of Houston
AReyes@pioneer.coe.uh.edu

Fran Kochan, Vice Chair
Auburn University
kochafr@groupwise1.duc.auburn.edu

Ad Hoc Task Force: Developing a Research Agenda

William Firestone
Rutgers University
wilfires@rci.Rutgers.edu

Carolyn Riehl
University of NC-Greensboro
cjriehl@uncg.edu

Ad Hoc Task Force: Division A Communications

Scott McLeod, Chair
University of Minnesota
mcleod@umn.edu

Christopher Dunbar, Vice Chair
Michigan State University
dunbarc@pilot.msu.edu

Ad Hoc Task Force: International Committee

Hanne Mawhinney, Chair
University of Maryland
hmawhinn@wam.umd.edu

Jeroen Imants, Vice Chair
University of Nijmegen
J.Imants@ils.kun.nl

Ad Hoc Committee: Publications

C. John Tarter, Chair
St. John's University
ctarter@aol.com

Linda C. Tillman, Vice Chair
Wayne State University
ltillman@wayne.edu

History of Division A

In this section of the newsletter, we would like to feature regular—short!—pieces on Division A's growth and activities over the years. These contributions, supplied by members, should focus on historic events in Division A, the accomplishments of Division A, and the impact of Division A on AERA and the field. Please contact the editors ASAP if you would like to help develop or contribute to this section.