

AERA Division A Newsletter

School Leadership News

Issue 11

Spring 2005

RESPONSE TO VP'S CORNER

Tricia Browne-Ferrigno
University of Kentucky
tricia.ferrigno@uky.edu

Editors' Note: In the VP Corner of the Winter 2005 issue of this newsletter, Rodney Ogawa posed questions to members: (a) Should Division A change its name? (b) And, if so, how should we characterize the focus of the Division's scholarship? At the close of his commentary, he invited members to "weigh-in on this debate by sending your thoughts to the editors of the Division A Newsletter." In the absence of responses by members, one of the newsletter editors offers a reflection.

An agenda item at the upcoming annual meeting will be discussion and voting on the question, Should Division A change its name? In the previous issue of this newsletter, VP Rodney Ogawa presented a point-counterpoint commentary to that question based upon history and differing interpretations of history.

First, he argues that we should keep the current title "Administration" because it reflects the efforts by early members who began building a knowledge base about transforming positions of leadership in schools and districts through their scholarship. He also notes that many long-standing prestigious publications in our field include the word "administration" in their titles. This perspective suggests to him that our organization should continue to be identified by "its current appellation" (p. 1), Division A Administration.

Then, assuming a counterpoint perspective, our VP presents an equally powerful argument for a

DIVISION A BUSINESS MEETING

**Thursday, April 14, 2005
6:15-7:45 PM**

Le Centre Sheraton Montreal/Salon A

**Rodney T. Ogawa
University of California-Santa Cruz
rtogowa@ucsc.edu**

Please attend! Members will be discussing and voting on a motion to change the Division A name

new name. The changed landscape of schooling requires both administration to maintain what works well and leadership to alter what is not working. Considering this counterpoint perspective, our VP concludes that we need to explore changing the name for Division A.

Although members will have opportunities to discuss this topic at the upcoming annual meeting, I am responding to the invitation to share my reflections about this important consideration.

Department Name Change

My colleagues and I at the University of Kentucky engaged in similar point-counterpoint discussions over many months to determine whether or not we needed to change the name of our department. We determined that the phrase "Administration and Supervision" no longer reflected our current practices and decided that "Educational Leadership Studies" aligned more closely with the content of our curricula and the

needs and aspirations of our students. As many Division A members know, making such a change within a university requires tremendous efforts to gain approval from various governance bodies and then edit descriptions in course catalogues and department information on Web sites. Our name-change process will be complete when new hallway signs are hung and faculty business cards are printed.

After reading Rodney Ogawa's Winter 2005 *VP Corner*, I began to ponder more thoughtfully about the new name we selected for our department. I was a staunch supporter for changing it. However, now that the process is almost completed, I wonder if we made the right choice. In our efforts to appear contemporary and responsive to innovation, did we fail to honor the history of our department by eliminating "administration" in our new name? Does the phrase "leadership studies" truly integrate the critically important administrative responsibilities within the principalship and superintendency? Would the department title "Administration and Leadership Studies" present a more balanced and appropriate description of the work we do and the work expected by practitioners we prepare for new careers?

Importance of Leadership

If our members decide at the April 2005 annual meeting to explore changing the name of Division A, then I hope that we proceed with caution. I think we need to add the word "leadership" to our title because we use the word regularly in our conversations and publications.

Leadership is required for innovation. As Rost (1991) suggests, "*Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes*" (p. 102). Leadership connotes envisioning a desired future, engaging representatives of diverse stakeholder groups, working collaboratively through chaos and conflict, and influencing the implementation and adoption of innovation. In this era of ever-expanding expectations for all educators, leadership is necessary at every point along the

educational continuum. I find it surprising that the word "leadership" appears sparingly in the titles of AERA Divisions and Special Interest Groups. I believe the word "leadership" needs to appear in our descriptor.

Importance of Administration

If we vote affirmatively to explore changing the name of Division A, then I assert that we must carefully respect and honor the best traditions of our organization. Whether longtime or new members, we rely on the seminal work of those who founded Division A and those who contributed over the years to make us who we are today. Like "leadership," the word "administration" is used in our conversations and publications because we realize, perhaps without consciously thinking about it, that we need stability and organizational frameworks in which to conduct effectively our assigned or assumed work responsibilities.

Administration, often synonymous with management, is critically important to the success of an organization. Rost (1991) also offers a definition for management that includes four essential elements to distinguish it from his definition of leadership. "*Management is an authority relationship between at least one manager and one subordinate who coordinate their activities to produce and sell particular goods and/or services*" (p. 145).

Principals, superintendents, deans, presidents, and AERA Vice Presidents are vested through their positions with authority to oversee the work of their respective institutions or organizations. Without the stability provided by administration, our work would be completed haphazardly and ineffectively. Hence, I believe that we need to keep the word "administration" in whatever new name we may fashion for our division.

I look forward to listening to the discussion at our upcoming annual meeting and the outcome of the vote. If we determine to explore changing the name of Division A, then I hope to read other newsletter commentaries by Division members as we work through this important task.

References

Ogawa, Rodney T. (2005, Winter). VP Corner. *AERA Division A School Leadership News*, 10, 1-2.

Rost, J. C. (1991). *Leadership for the twenty-first century*. Westport, CT: Praeger.

FROM THE EDITORS

Rodney Muth, Co-Editor, University of Colorado at Denver, rodney.muth@cudenver.edu
Tricia Browne-Ferrigno, Co-Editor, University of Kentucky, tricia.ferrigno@uky.edu
Jeff Brooks, Associate Editor, Florida State University, jbrooks@mail.coe.fsu.edu

The editors encourage members to use the Division A Newsletter as a forum to debate articles published in it, present new or timely perspectives about topics about educational administration, or make announcements of interest to members. Manuscripts will be edited to conform to the Newsletter layout.

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 seek

- 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

Suggestions for improving the newsletter should be sent to Rodney Ogawa (rtogawa@ucsc.edu) or the editorial team. Specific suggestions to improve the newsletter layout should be sent to Tricia Browne-Ferrigno (tricia.ferrigno@uky.edu). Anyone wishing to assume responsibility for one or more of the content areas should contact Rod Muth (rodney.muth@cudenver.edu). Copy and other contributions should be sent to all three editors. Please help us keep each other well informed about Division A and our fields.

Highlights of the Spring 2005 Issue

This issue includes a **Perspective** by Lars Björk and James Rinehart about approaches to improving educational leadership (pp. 4-8) and a **Listening to Leaders** interview with Michael Dantley about supporting graduate students of color (pp. 9-10). **Division A Program Highlights** (pp. 11-14) are listed by Program Chair Megan Tschannen-Moran in a pull-out format for members to print and use while at the 2005 AERA annual meeting. Several important **Announcements** appear on pages 15-16. The Division A **List of Appointments for 2004-2005** appears on page 18. Please notify Tricia Browne-Ferrigno (tricia.ferrigno@uky.edu) for corrections and updates to that listing. If you would like to volunteer or become involved in Division A activities, please contact Rodney Ogawa (rtogawa@ucsc.edu).

**Send reports and announcements for the Summer 2005 issue to us!
Deadline: May 10, 2005**

PERSPECTIVE: Improving Educational Leadership: Alternative and Conventional Approaches

Lars Björk
University of Kentucky
lbjor1@uky.edu

James Rinehart
University of Kentucky
jsrine01@uky.edu

Editors' Note: *This perspective appears with permission from the authors and the Appalachia Educational Laboratory, publishers of the original monograph. The original text was edited and references and notes were omitted to condense it to fit the Division A Newsletter. A full text version of the monograph is available for downloading at <http://www.ael.org/page.htm?&pd=res8721&kc=adm6271&skc=sch9994>.*

During the past two decades (1983-2004), policymakers concerned with improving American public education have been engaged in a vigorous debate on the merits of deregulation and alternative certification versus strengthening the existing system of principal and superintendent preparation and certification programs. Education professionals assert that professional preparation programs build school leaders' capacity to sustain reform, while rigorous licensure standards assure quality leadership and protect the public interest. Advocates of deregulation urge the creation of alternative pathways to both the principalship and the superintendency for candidates from all sectors; they support reducing regulatory impediments and setting accountability standards for leadership performance. This article discusses the respective positions of those engaged in the national debate, presents an analysis of data on state licensure requirements, and offers suggestions for developing school and district leaders who can improve educational opportunities for all students.

Background

During the past two decades (1983-2004), heightened concern for the quality of public schools has resulted in what may be the most comprehensive and sustained effort to improve education in American history. National commission and task force reports released between 1983 and 1989 made strong arguments for improving student learning and fundamentally changing how schools are organized, managed, and governed. During the mid-1980s, several national commission reports

identified school administrators as key to achieving high-performing schools. Subsequent task forces examined the nature of administrators' work and preparation—and affirmed that they were pivotal actors in the algorithm of school reform and student success.

As the scope and complexity of change intensified, and demands on principals and superintendents increased, calls mounted for reconfiguring professional preparation programs and adopting rigorous licensure standards. For example, in the early 1990s, the National Policy Board for Educational Administration (NPBEA) sponsored an initial response to the call for improving the preparation and qualifications of principals. Following NPBEA's attempt to define the knowledge base for principals, the Council of Chief State School Officers (CCSSO) led another initiative to provide guidelines for preparation programs [and professional practice] through the development of standards by the Interstate School Leaders Licensure Consortium (ISLLC). These standards were to complement the National Council for the Accreditation of Teacher Education (NCATE) curriculum guidelines. The National Commission for the Advancement of Educational Leadership Preparation (NCAELP) met in February 2002 to discuss preparation programs and professional development for principals.

The American Association of School Administrators (AASA) published *Professional Standards for the Superintendency*. The CCSSO released the *ISLLC Standards for School Leaders* [in 1996].

While the adoption of rigorous licensure standards has been a prominent element of educational reform during the past two decades, this approach has received strong criticism in some quarters. Two recent publications have energized the debate on deregulation and alternative certification of school administrators: *Better Leaders for America's Schools: A Manifesto*, by the Broad Foundation and the Thomas B. Fordham Institute, and *A License to Lead? A New Leadership Agenda for America's Schools* by the Progress Policy Institute (PPI). The centerpiece of both publications is the assertion that there is a critical shortage of highly qualified school and district administrators, which the authors do not equate with being licensed or certified. They urge the development of alternative routes to the principalship and superintendency to supplement the supply of leadership candidates trained via conventional programs. Generally, the challenge in developing such approaches is in working out the specifics, such as what level of "technical knowledge" would be required, and in which areas, and how such knowledge should be acquired.

State Data on Principal and Superintendent Certification and Alternate Routes

Feistritzer (2003) recently provided a state-by-state overview of administrator certification. Data on 50 states and the District of Columbia indicate that 96 percent presently require certification for principals, 80 percent require superintendent licensure, and 47 percent provide for certification waivers for school principals and superintendents. Of the public entities that report waivers, 7 (29 percent) indicate that they are conditional, used in emergency situations, or are rarely used (pp. 75-76). In addition, Feistritzer reported that 17 states and the District of Columbia (33 percent) indicate that they have alternate certification routes. Of these, 6 refer to principals and superintendents, 3 relate to principals only, and the remaining 11 concern superintendents. Feistritzer reports that in states that have alternate routes, very few individuals, if any, avail themselves of the opportunity. The majority of aspiring administrators pursue

certification through university-based professional preparation programs. These data indicate states overwhelmingly endorse principal and superintendent certification and licensure, and there is no evidence of a trend toward providing alternate or nontraditional routes to certification and licensure.

Critical Shortage of Qualified Principals?

Although several studies indicate a shortage of candidates for school leadership positions, other studies suggest a sufficient supply of candidates to fill vacated principal positions. For example, results from a comprehensive 2002 statewide study funded by Wallace-Reader's Digest show that, on average, 17 applicants exist for each opening in leadership positions at the school level (Roza, Celio, Harvey, & Wishon, 2003). However, simply looking at the numbers of individuals who are graduating and receiving administrator certification can give a false impression of available candidates. State policies that link teacher salary increases to academic degree attainment have contributed to growth in the number of certified administrators. As more teachers complete degrees in administration to obtain salary increases, policymakers are faced with the conundrum of having large pools of individuals who are certified to be administrators but have no intention of applying for principalship or superintendency positions.

Given the ambiguity over the number of available principal candidates, it is not surprising to learn that the Wallace-Reader's Digest study found that 82 percent of superintendents agree that locating principals is an issue of major or moderate concern. Whether the shortage of principal candidates is perception or fact, there is general agreement that alternative certification programs for principals would increase the pool of applicants for vacant positions. The popularity of alternative certification programs seems to be due, also, to dissatisfaction in some quarters with the quality of aspiring principals prepared in traditional programs.

These dynamics play out in state legislatures, which tend to have two reasons for endorsing

alternative preparation programs: (a) a need to increase the principal candidate pool or (b) dissatisfaction with the candidates prepared in traditional programs. In either case, the above concerns results in efforts to reconfigure university-based preservice programs so that they align more closely with the realities of practice and prepare principals and superintendents for different roles. Several associations either participated in or initiated discussions about leadership preparation, including the University Council for Educational Administration, the National Policy Board for Educational Administration, the National Association for Secondary School Administrators, the National Association for Elementary School Administrators, the Council of Chief State School Officers, and the National Commission for the Advancement of Educational Leadership Preparation. These discussions, coupled with the standards movement, set criteria for guiding universities in their efforts to improve programs instead of supporting development of alternative certification programs.

Critical Shortage of Qualified Superintendents?

Over the past decade, media coverage and journal articles helped convince policymakers and practitioners that superintendents were leaving the profession faster than they could be replaced. The perception of a nationwide applicant crisis was supported by anecdotal accounts of diminishing tenure rates, smaller applicant pools, and the declining quality of candidates. As often happens, empirical evidence to the contrary has been frequently overlooked. Ignoring evidence can lead to ill-conceived policies.

The question of quantity. Kowalski and Sweetland (2002) note that the probability of deregulating a profession is higher if policymakers believe a critical shortage exists that poses a risk to the public interest. And although issues of adequacy of numbers, quality of applicants in superintendent search pools, and

attrition rates are separate issues, they can have a collective effect. Kowalski and Sweetland, using an economist's analysis, concluded that claims of a shortage were unwarranted. Feistritzer (2003), also, found no significant shortage of aspiring superintendents in applicant pools.

These studies do not provide much insight about the variation among districts, however. Glass, Björk, and Brunner (2000) identified factors contributing to low numbers of applicants in some districts. Reporting findings from a national study, they identified districts that have employed three to four CEOs in a 10-year period, a phenomenon they characterize as "churning" superintendents. In these circumstances, the locus of the problem shifts away from the superintendency to boards of education—and shifts the search for policy solutions to finding ways to deal with board conflict and instability.

Issues of quality. The Broad Foundation/Fordham Institute *Manifesto* asserts that the core issue in the shortage problem is not one of quantity, but quality. Glass (1992), however, found that local school boards generally interview six to eight applicants before hiring. He also found that board presidents felt the total applicant pool to be of good quality, and 73 percent of board presidents felt that at least 50 percent of superintendent applicants were "well qualified."

The question of turnover. Anecdotal accounts of superintendents leaving the profession began in the early 1990s when a report in *The Executive Educator* erroneously stated that, on average, the tenure of superintendents in large urban districts was 2.5 years. Unfortunately, this fallacy was perpetuated and contributed to the popular perception of a crisis in the field. Empirical evidence, however, reveals that the average tenure of superintendents has remained relatively stable over the past 30 years, ranging from 6 years in 1971, to 5.6 years in 1982, to 6.4 years in 1992, and 6.5 years in 2000 (Cooper, Fusarelli, & Carella, 2000).

Review of Approaches to Certification

Although states generally do have provisions for alternative certification and licensure, most use them infrequently or reserve them for emergency situations. Two distinct approaches are used to grant alternative certification. First, in states that have adopted ISLLC *Standards* for licensure, those pursuing alternative certification do not have to enroll in an approved university program. However, they are required, as are all applicants, to demonstrate competency by submitting a portfolio for review and to pass the School Leadership Licensure Assessment (SLLA) test. Although policymakers may agree that alternative certification routes are acceptable for outstanding applicants, they also concur that candidates must meet the same criteria for demonstrated professional knowledge and skills as do individuals opting for conventional preparation routes. This disposition reflects positions adopted by both the National Policy Board for Educational Administration and CCSSO's ISLLC *Standards*. Second, although the five alternative certification states (Florida, Hawaii, North Carolina, Tennessee, Wyoming) and the District of Columbia do not require superintendent licensure, local school boards establish requirements for these positions. Florida is the only state that allows local school boards to establish principal qualifications. These data suggest that, with few exceptions, state policies regarding alternative certification (a) maintain the notion of professional standards to protect the public interest, (b) are limited in scope, and (c) are infrequently used by individuals seeking entry.

Implications for Policy

Current empirical evidence suggests that both the quantity and quality of applicants in principal and superintendent search pools continue to be adequate. In addition, no evident trend is under way in the states toward using alternative certification as a way to increase the pool of candidates. State legislatures continue to view licensure and professional standards as the most viable way to protect the public interest and

ensure the quality of school and district administrators. However, it is possible that increasing the pool of candidates via alternative certification might be helpful in some hard-to-staff schools and districts.

As in all professions, the technical knowledge needed to fulfill the roles and responsibilities of principals and superintendents changes over time, as social conditions change and the growth in research-based knowledge increases; consequently, there is a need for ongoing professional development. Based upon these understandings, the following policy implications can be drawn to support the development of school and district leaders who can improve educational opportunities for all students:

Work-embedded learning is needed to improve superintendent preparation programs. The AASA's past three 10-year studies of the American superintendency asked superintendents to evaluate university-based educational administration programs. Findings were remarkably consistent over the 30-year period not only in rating them positively but also in criticizing the lack of opportunity for hands-on experience. For example, the 2000 AASA study found that over 73 percent of superintendents designated their licensure program "excellent" (26 percent) or "good" (47 percent) but also found that superintendents identified (a) the lack of hands-on application, (b) inadequate access to technology, and (c) failure to link content to practice as significant weaknesses in their preparation.

Increased collaboration between universities and districts will better prepare the next generation of school and district leaders.

Preservice programs provide the foundation for professional growth and development. It is time for universities, policymakers, key stakeholders, and professional organizations to realize the various ways in which their work is interdependent (Glass, et al., 2000). Such partnerships enable administrator preparation programs to include schools as laboratories

where action research can be completed. These partnerships support work-embedded learning, which is a core feature of successful adult learning and knowledge transfer.

Internships are essential to successful work-embedded learning experiences. Empirical evidence suggests that instructional strategies integrating the acquisition of professional knowledge and field-based experiences can enhance learning, retrieval, and knowledge transfer to new situations. Thus, relying only on conventional classroom or work-embedded learning models has limited value. Currently, states have been reluctant to support full-time internships, and aspiring administrators are not financially able to support themselves while gaining work experience. As a consequence, the majority of aspiring superintendents continue to self-select into graduate degree and licensure programs, attend on a part-time basis, hold mid-level administrative positions, and have family obligations that preclude participation in extensive field-based activities. The lack of time to participate in substantive field-based work experiences is a serious limitation for students in educational administration programs.

Principals and superintendents need to continue their growth and development. Professional development for school leaders should include a valid purpose, a coherent curriculum, a variety of instructional strategies, a link to state initiatives and standards, technology when appropriate, and follow-up (meetings, conferences, mentoring, and reflection) to enhance the success of change initiatives. Even though school leaders may be experienced, they still can benefit from activities such as “study groups, advanced seminars...reading and discussion groups, presentations by current thinkers or expert practitioners, attendance at national academies or conferences, or opportunities to become coaches, facilitators, or trainers themselves” (Peterson, 2002, p. 231).

References

- Björk, L. (2001). Preparing the next generation of superintendents: Integrating Professional and experiential knowledge. In C. Brunner & L. Björk (Eds.), *The new superintendency* (pp. 19-54). Oxford, UK: JAI, Elsevier Science.
- Cooper, B. S., Fusarelli, L., & Carella, V. (2000). *Career crisis in the school superintendency?* Arlington, VA: AASA.
- Feistritzer, E. (2003). Certification of public school administrators: A summary. In C. Finn (Ed.), *Better leaders for America's schools: A manifesto* (pp. 67-76). Washington, DC: Thomas B. Fordham Institute.
- Glass, T. (1992). *The 1992 study of the American school superintendency: America's education leaders in a time of reform.* Arlington, VA: AASA.
- Glass, T., Björk, L., & Brunner, C. C. (2000). *The study of the American superintendency: 2000.* Arlington, VA: AASA
- Kowalski, T. J., & Sweetland, S. (2002). Unrestricted reemployment of retired administrators: Effective policy or cause for concern? In G. Perreault & F. C. Lunenburg (Eds.), *The changing world of school administration* (pp. 312-324). Tenth annual yearbook of the National Council of Professors of Educational Administration. Lanham, MD: Scarecrow.
- Peterson, K. D. (2002). The professional development of principals: Innovations and opportunities, *Educational Administration Quarterly*, 38(2), 213-232.
- Roza, M., Celio, M., Harvey, J. & Wishon, S. (2003). *A matter of definition: Is there truly a shortage of school principals?* Washington, DC: Center on Reinventing Public Education, Daniel J. Evans School of Public Affairs.
- Young, M. D., & Petersen, G. (April, 2002). The National Commission for the Advancement of Educational Leadership Preparation: An introduction. *Educational Administration Quarterly*, 38(2), 130-136.

LISTENING TO LEADERS: Michael Dantley on Supporting Graduate Students of Color in Educational Leadership Preparation Programs

Jeff Brooks
Florida State University
Jbrooks@mail.coe.fsu.edu

Michael Dantley is the Associate Dean of the School of Education and Allied Professions and an Associate Professor in Educational Leadership at Miami University in Oxford, Ohio. He is also President-Elect of the University Council for Educational Administration (UCEA). In addition to authoring several chapters in edited volumes, Dantley has been published in the *Educational Administration Quarterly*, *Journal of School Leadership, Education and Urban Society*, the *International Journal of Leadership in Education*, the *International Journal of Qualitative Studies in Education*, the *Journal of Negro Education*, and several others. He has served as a mentoring scholar for doctoral students in the David Clark Graduate Student Symposium and presently serves on the editorial boards of *Educational Administration Quarterly* and the *Scholar Practitioner Quarterly*. Dantley is the Editor of the *Journal of Cases in Educational Leadership*.

Jeffrey S. Brooks (JSB): How is success defined in an educational leadership preparation program for graduate students of color?

Michael Dantley (MD): That's the interesting question. I think success bears many of the characteristics that mark success for anyone else in these programs. Not just good grades, but also engaging the material that is being taught on a higher level. I think that for students of color success also means that their voices have been legitimated on a personal and a group level. It is important that their perspectives, the kind of differences that students of color bring to a classroom, are celebrated and not minimized. So, while I think there are some characteristics that are common to all students, there are also some particular to students of color.

JSB: When you talk about legitimizing those perspectives, are you talking about addressing diversity within the curriculum of the program?

MD: Yes. And I don't mean creating a single cultural sensitivity course, adding a book here and there, or hiring a token scholar of color. It should be a pervasive conversation that carries across all the work of the organization. Also, just because I'm an African American professor, it shouldn't mean that I am the only one who uses African American scholars in my classes or brings up issues of race in my classes.

JSB: So, there is an issue of legitimacy in the classroom. What about in the field's professional organizations or in top tier journals?

MD: That's an issue as well. African American scholars have recently been rather successful at getting our stuff published in top tier journals. Still, that hasn't been without some fight, some struggle. Take my research. First, because I blend spirituality, critical theory, and African American leadership issue, it is a dead give away as to who is writing the piece, even in a peer review process, so maybe it isn't as "blind" as it might be if there were more of us in the field. Second, since "African American" has got to be in the title of the manuscript, I think some people immediately discarded it as politically motivated non-research. You know, some topics are not legitimate areas of inquiry in some spaces. So while I think there have been some steps made to legitimate voices of difference, we have a long way to go. As for UCEA, some positive steps have been taken with the Barbara Jackson Scholars for students of color. That can be a vehicle for building a network of doctorate students of color, and then eventually that network will evolve into a network of scholars. I think that is absolutely imperative, and I'm heartened that the work has begun. I think that students of color learn about jobs this way, and they learn about other students' work. They learn the work of established and up-and-coming professors of color that are already in the field

through this kind of network. It can be a place where they discover people who look like them, a place where they can talk about their apprehensions, and about their programs and compare experiences. They should be able to talk about the issues they are having with developing proposals, class work, readings or the dissertation itself. It ought to be a safe place that is open to grads and students, where they can really allow themselves to be vulnerable and express their apprehensions.

JSB: Now, when you talk about graduate students' voices and perspectives being legitimated, are you talking about allowing graduate students of color to pursue their dissertation work, even if it is into an area traditionally underrepresented in the literature?

MD: Most definitely. I think that a doctoral student ought to be able to pursue research into areas concerning issues of race without it being a problem. There may not be a body of research that can inform their study because their interest is underrepresented in the literature. Many African American students find themselves detoured or derailed from what they really want to study because many times their advisors are not aware that there is substantive and important literature outside the traditional resources of educational administration. They don't know what the literature says in terms of, for example, critical theories of African American identity so they can't even begin to conceive of how that could inform a dissertation on leadership. Instead of looking at the dissertation as a learning process, some professors seek to maintain the status quo by trying to dissuade graduate students from studying what they really wants to examine. I suppose you could make the argument that this issue isn't particular to graduate students of color, but I notice it in that context.

JSB: In the face of some of these institutions or attitudes, what can educational leadership professors do to support graduate students of color as they move forward through their studies?

MD: One thing we can do is to listen. Students may ask, "Are there African American scholars that we can study in courses?" It becomes the professor's responsibility to hear that question and to make amendments to the curriculum or syllabus. We need to allow African American students to bring in other readings and talk about those in class to expose everybody to African American scholars, as these scholars are writing from a different perspective. I think that often times we get unwittingly stuck in the Freireian notion of banking, even in doctoral programs, as opposed to allowing ourselves to learn as we teach, so that the teacher is the student and the student is the teacher. Especially in doctoral programs, we ought to be seeking to create that kind of dynamic, where students can do some teaching and expose the rest of the class, including the professor, to some new ideas.

JSB: Is that something you do in your own courses? Do you encourage people to bring in resources with which you are not familiar?

MD: Yes, because it encourages growth in the students and also in me. It opens me to new ideas, new concepts, and new scholars that I might never have heard of. Here's a good example. A couple of years ago, one of my students introduced the class to Critical Race Theory. Now, I was at Miami with Peter McLaren and Henry Giroux and I use critical theory in my work, but discovering CRT, which is an amalgamation of law and critical theory from a particular cultural and racial perspective, was compelling. I didn't know anything about it at the time, and then I began to study it myself.

Do you know someone who we should interview for the Listening to Leaders column? Please contact Jeff Brooks.

DIVISION A PROGRAM HIGHLIGHTS

Megan Tschannen-Moran
College of William and Mary
mxtsc@wm.edu

Pages 11-14 list the dates, times, and locations for the major Division A sessions during the 2005 AERA annual meeting. The pages were formatted as a pull-out listing for quick reference by members. Please check the official conference program for additional information about these and other Division A events.

Division A General Sessions

Division A New Member Session: Making the Most of Division A Membership

Mon, Apr 11, 10:00am - 11:30am
 Hilton Montreal Bonaventure / Jacques Cartier

Division A Beginning Faculty: Shop Talk About Tenure and Promotion

Mon, Apr 11, 2:15pm - 3:45pm
 Delta Centre Ville / Salon 530

Developing a Research Base in Leadership Education

Tue, Apr 12, 8:15am - 10:15am
 Le Centre Sheraton Montreal / Musset

The Life and Work of Principals Worldwide: Division A International Committee

Session type: Symposium
 Tue, Apr 12, 4:05pm - 6:05pm
 Marriott Montreal Chateau Champlain / Salle de Bal Ballroom & Foyer

Writing for Scholarly Publication: Division A Journal Editors Interactive Symposium

Wed, Apr 13, 10:35am - 12:05pm
 Marriott Montreal Chateau Champlain / Le Caf Conc

Division A Business Meeting

Thu, Apr 14, 6:15pm - 7:45pm;
 Le Centre Sheraton Montreal / Salon A

Division A / Division L/ UCEA/ Corwin Press Reception

Thu, Apr 14, 8:00pm - 10:00pm;
 Le Centre Sheraton Montreal / Salle de Bal Centre

Section 1: Leadership

Critical Frameworks for Inclusive Teaching and Leadership

Session type: Symposium
 Mon, Apr 11, 2:15pm - 3:45pm
 Hilton Montreal Bonaventure / St-Michel

International Leadership Perspectives

Session type: Paper Session
 Mon, Apr 11, 2:15pm - 3:45pm
 Hilton Montreal Bonaventure / Longueuil

Leadership and Reform: Models, Frameworks, and Theories

Session type: Paper Session
 Tue, Apr 12, 10:35am - 12:05pm
 Hilton Montreal Bonaventure / Point-aux-Trembles

Leadership and Role: New Organizational Structures and Considerations

Session type: Paper Session
 Tue, Apr 12, 10:35am - 12:05pm
 Hilton Montreal Bonaventure / St-Leonard

Coaching, Mentoring and New Leaders

Session type: Paper Session
 Tue, Apr 12, 12:25pm - 1:55pm
 Hilton Montreal Bonaventure / Jacques Cartier

Leadership in Urban and Low Performing Settings

Session type: Paper Session
 Tue, Apr 12, 2:15pm - 3:45pm
 Hilton Montreal Bonaventure / Longueuil

School Culture and Changing Practices

Session type: Paper Session
 Tue, Apr 12, 2:15pm - 3:45pm
 Hilton Montreal Bonaventure / Jacques Cartier

Alternative Educational Leadership Models: International Perspectives on the Evidence

Session type: Symposium
 Tue, Apr 12, 6:15pm - 7:45pm
 Hilton Montreal Bonaventure / Montreal Ballroom, Section Verdun

The Dilemmas of Leadership: Perspectives on the Moral Literacy of Superintendents, Principals, and Infantry Officers

Session type: Symposium
 Wed, Apr 13, 10:35am - 12:05pm
 Fairmont The Queen Elizabeth / Richelieu

Perspectives on Professionalization of School Leaders

Session type: Symposium
Wed, Apr 13, 12:25pm - 1:55pm
Fairmont The Queen Elizabeth / Bersimis

Distributed Leadership Configurations and Consequences: Building Instructional Capacity Through Coach and Coordinator Roles

Session type: Symposium
Wed, Apr 13, 2:15pm - 3:45pm
Fairmont The Queen Elizabeth / Gatineau

Leadership in Changing Contexts

Session type: Paper Session
Thu, Apr 14, 10:35am - 12:05pm
Hilton Montreal Bonaventure / St-Michel

Possibilities and Practices: Transforming Roles

Session type: Paper Session
Thu, Apr 14, 10:35am - 12:05pm
Hilton Montreal Bonaventure / Point-aux-Trembles

The Superintendency: Policies, Practices and Procedures

Session type: Paper Session
Thu, Apr 14, 10:35am - 12:05pm
Delta Centre Ville / Salon 528

Leadership in Practice: International and Tribal Settings

Session type: Paper Session
Thu, Apr 14, 12:25pm - 1:55pm
Le Centre Sheraton Montreal / Garcia Lorca

Instructional Leadership in Varied and Unique Contexts

Session type: Paper Session
Thu, Apr 14, 2:15pm - 3:45pm
Hilton Montreal Bonaventure / Longueuil

Social Justice, Schooling and Leadership Practice(s)

Session type: Paper Session
Fri, Apr 15, 8:15am - 9:45am
Le Centre Sheraton Montreal / Kafka

Principals, Leadership and Progress

Session type: Paper Session
Fri, Apr 15, 10:35am - 12:05pm
Hilton Montreal Bonaventure / Longueuil

Trust, Leadership, and Contemporary Schooling

Session type: Paper Session
Fri, Apr 15, 10:35am - 12:05pm
Delta Centre Ville / Salon 518

Division A Leadership Paper Discussion

Session type: Paper Discussion
Fri, Apr 15, 11:25am - 12:05pm
Marriott Montreal Chateau Champlain / Salle de Bal Ballroom & Foyer

Recent Research in Distributed Leadership

Session type: Symposium
Fri, Apr 15, 12:25pm - 1:55pm
Le Centre Sheraton Montreal / Lamartine

Women and Leadership: Roles, Responsibilities and New Relationships

Session type: Paper Session
Fri, Apr 15, 12:25pm - 1:55pm
Hilton Montreal Bonaventure / St-Laurent

Teacher Leadership and Teacher Development

Session type: Paper Session
Fri, Apr 15, 2:15pm - 3:45pm
Le Centre Sheraton Montreal / Kafka

Section 2: School Organization & Effects

Large-Scale Analyses of School Effectiveness and Equity

Session type: Paper Session
Mon, Apr 11, 12:00pm - 2:00pm
Fairmont The Queen Elizabeth / Chaudiere

Students, Teachers, Schools and the Significance of School Culture

Session type: Paper Session
Tue, Apr 12, 8:15am - 9:45am
Hilton Montreal Bonaventure / Longueuil

Teachers, Middle Grades, and School Transitions: Implications for Organization

Session type: Paper Session
Wed, Apr 13, 8:15am - 10:15am
Fairmont The Queen Elizabeth / Harricana

Tracking and Detracking in the Era of Accountability

Session type: Symposium
Wed, Apr 13, 10:35am - 12:05pm
Fairmont The Queen Elizabeth / Chaudiere

Collective Efficacy: Domestic and International Contexts

Session type: Paper Session
Thu, Apr 14, 12:25pm - 1:55pm
Hilton Montreal Bonaventure / St-Laurent

Division A Paper Discussions of School Organization and Effects

Session type: Paper Discussion
Wed, Apr 13, 12:25pm - 1:05pm
Marriott Montreal Chateau Champlain / Salle de Bal Ballroom & Foyer

Constituents of Change: Community Organizations and Public Education Reform

Session type: Symposium
Thu, Apr 14, 2:15pm - 3:45pm
Hilton Montreal Bonaventure / St-Laurent

Learning Communities, Academic Performance, and School Organization

Session type: Paper Session
Wed, Apr 13, 2:15pm - 3:45pm
Hilton Montreal Bonaventure / St-Michel

Teacher Networks, Organizational Systems, and School Improvement

Session type: Paper Session
Thu, Apr 14, 4:05pm - 5:45pm
Marriott Montreal Chateau Champlain / Maisonneuve, Section B

Single Sex and Coeducational Public Elementary Schools of Choice: A Quasi-Experimental and Mixed Methods Study

Session type: Symposium
Fri, Apr 15, 10:35 am - 12:05pm
Fairmont The Queen Elizabeth / Peribonka

The Second Stage of Teaching: How Schools Promote and Limit Teachers' Career Development

Session type: Symposium
Fri, Apr 15, 10:35am - 12:05pm
Le Centre Sheraton Montreal / Lamartine

Social Capital and Contemporary School Reform

Session type: Paper Session
Fri, Apr 15, 12:25pm - 1:55pm
Le Centre Sheraton Montreal / Kafka

Professional and Organizational Supports for At-Risk Students

Session type: Paper Session
Fri, Apr 15, 2:15pm - 3:45pm
Hilton Montreal Bonaventure / St-Michel

Section 3: School Improvement

Challenges of Improving Schools for All Students

Session type: Paper Session
Mon, Apr 11, 2:15pm - 3:45pm
Le Centre Sheraton Montreal / Lamartine

Evidence-Based Practices in Schools and Districts: Conceptions, Capacity, and Lessons

Session type: Symposium
Mon, Apr 11, 2:15pm - 3:45pm
Fairmont The Queen Elizabeth / Bersimis

Network Solutions to Adaptive Challenges: the Development of System Thinkers and Adaptive Leadership

Session type: Symposium
Tue, Apr 12, 10:35am - 12:05pm
Hilton Montreal Bonaventure / Fundy

Influence of State Accountability Systems on School Improvement

Session type: Paper Session
Tue, Apr 12, 12:25pm - 1:55pm
Hilton Montreal Bonaventure / St-Pierre

Building the Capacity of Teachers

Session type: Paper Session
Wed, Apr 13, 10:35am - 12:05pm
Hilton Montreal Bonaventure / Point-aux-Trembles

The Role of Principals in School Improvement

Session type: Paper Session
Thu, Apr 14, 12:25pm - 1:55pm
Marriott Montreal Chateau Champlain / Salon Terrasse

Improving Achievement in High Schools

Session type: Paper Session
Thu, Apr 14, 2:15pm - 3:45pm
Hilton Montreal Bonaventure / St-Pierre

Mending the Patchwork: A Collaboration Among Diverse Entities in Early Childhood Professional Development

Session type: Symposium
Thu, Apr 14, 2:15pm - 3:45pm
Marriott Montreal Chateau Champlain / Maisonneuve, Section

Division A School Improvement Paper Discussions

Session type: Paper Discussion
Thu, Apr 14, 3:05pm - 3:45pm Marriott Montreal Chateau Champlain / Salle de Bal Ballroom & Foyer

Network Learning for Educational Change

Session type: Interactive Symposium
Fri, Apr 15, 10:35am - 12:05pm Le Centre Sheraton Montreal / Salle de Bal East

Improving Schools in Challenging Circumstances

Session type: Symposium
Fri, Apr 15, 12:25pm - 1:55pm
Hilton Montreal Bonaventure / St-Leonard

District Leadership, Organization, and Policy Responses within the NCLB Policy Environment

Session type: Symposium
Fri, Apr 15, 2:15pm - 3:45pm
Hilton Montreal Bonaventure / St-Pierre

Section 4: School Context &Community

Social Context of Learning: Perspectives on Race and Gender

Session type: Paper Session
Mon, Apr 11, 4:05pm - 6:05pm
Le Centre Sheraton Montreal / Musset

Division A Poster Fair

Session type: Poster Session
Tue, Apr 12, 8:15am - 9:45am
Hilton Montreal Bonaventure / Fontaine, Section A

The Role of Trust in Schools

Session type: Paper Session
Tue, Apr 12, 10:35am - 12:05pm
Delta Centre Ville / Salon 528

Outside the Ivory Tower: Research and Community Organizing for School Reform

Session type: Symposium
Tue, Apr 12, 12:25pm - 1:55pm
Le Centre Sheraton Montreal / Salon 4

Beyond Parent Involvement: New Roles for Parents in Schools

Session type: Paper Session
Tue, Apr 12, 4:05pm - 6:05pm
Fairmont The Queen Elizabeth / Bersimis

Building Community and Building Schools

Session type: Paper Session
Wed, Apr 13, 10:35am - 12:05pm
Hilton Montreal Bonaventure / St-Laurent

Contexts of Learning in the Elementary Grades: Assessment for School Improvement and Accountability

Session type: Symposium
Wed, Apr 13, 12:25pm - 1:55pm
Fairmont The Queen Elizabeth / Chaudiere

Community Engagement and School Reform: Neighborhood and School Effect

Session type: Paper Session
Thu, Apr 14, 4:05pm - 6:05pm
Hilton Montreal Bonaventure / St-Laurent

From Court-Ordered to Court-Ended School Desegregation: Striving for Equity in an Era of Accountability

Session type: Symposium
Thu, Apr 14, 6:15pm - 7:45pm
Fairmont The Queen Elizabeth / Richelieu

Forty Years of Turmoil: Applying a Moral Framework in Urban High School Reform

Session type: Symposium
Fri, Apr 15, 10:35am - 12:05pm
Le Centre Sheraton Montreal / Kafka

Parent Relationships With Schools: Enacting New Possibilities

Session type: Paper Session
Fri, Apr 15, 10:35am - 12:05pm
Hilton Montreal Bonaventure / St-Leonard

Section 5: Leadership Development

The New Landscape of Leader Preparation

Session type: Paper Session
Mon, Apr 11, 12:00pm - 1:30pm Le Centre Sheraton Montreal / Kafka

Bridging Theory and Praxis through Professional Development for School Administrators: A University - School District Collaboration

Session type: Symposium
Mon, Apr 11, 4:05pm - 6:05pm
Le Centre Sheraton Montreal / Kafka

Grounding Principal Preparation in Doing Case Studies of Low-Performing Schools

Session type: Interactive Symposium
Tue, Apr 12, 10:35am - 12:05pm Hilton Montreal Bonaventure / Montreal Ballroom, Section Hampstead

Building Instructional Capacity for English Language Learners in New York City

Session type: Symposium
Tue, Apr 12, 12:25pm - 1:55pm
Hilton Montreal Bonaventure / Longueuil

Principal Principles: From Practice to a Theory of Action for Novice Urban Administrators

Session type: Interactive Symposium
Tue, Apr 12, 12:25pm - 1:55pm
Hilton Montreal Bonaventure / Point-aux-Trembles

The Road to Becoming a Leader

Session type: Paper Session
Tue, Apr 12, 2:15pm - 3:45pm
Hilton Montreal Bonaventure / Fundy

Innovative Practices in Leadership Preparation Roundtables

Session type: Paper Discussion
Wed, Apr 13, 9:05am - 9:45am Marriott Montreal Chateau Champlain / Salle de Bal Ballroom & Foyer

Building Capacity for Technology Leadership

Session type: Paper Session
Wed, Apr 13, 10:35am - 12:05pm Fairmont The Queen Elizabeth / Harricana

"Uneasy Collaborators" Engaged in Meaningful Partnerships: School Leadership Preparation in Leadership Development Sites

Session type: Interactive Symposium
Wed, Apr 13, 2:15pm - 3:45pm
Hilton Montreal Bonaventure / Fundy

Leading for Learning

Session type: Paper Session
Thu, Apr 14, 2:15pm - 3:45pm Marriott Montreal Chateau Champlain / Maisonneuve, Section B

Developing New Leaders

Session type: Paper Session
Fri, Apr 15, 8:15am - 9:45am
Fairmont The Queen Elizabeth / Hochelaga 4

Journeying Toward Leadership: How Teachers and Principals Come to See Themselves as Leaders Who Matter

Session type: Interactive Symposium
Fri, Apr 15, 10:35am - 12:05pm Marriott Montreal Chateau Champlain / Maisonneuve, Section F

Educating Leaders for Social Justice: What Every Leader Should Know and Be Able to Do

Session type: Interactive Symposium
Fri, Apr 15, 12:25pm - 1:55pm
Hilton Montreal Bonaventure / St-Pierre

ANNOUNCEMENTS

New Member Session: Making the Most of Division A Membership
Monday, April 11, 10:00 am-11:30 am
Hilton Montreal Bonaventure/ Jacques Cartier

Fran Kochan
 Auburn University
kochafr@groupwise1.duc.auburn.edu

Membership is everyone's responsibility! Division A added over 50 new members this year, but we would like to double that number, and we need everyone's help. We ask that all members do two things to assist in this endeavor.

1. **Invite all new professors and graduate students who are not members to join Division A**, even if they cannot attend the AERA annual meeting. Encourage them to read the newsletter and check the AERA Web site to learn more about us.
2. **Encourage them to come with you to the New Member Session.** New members will have a colored dot on their name tags. When you see the dot, please introduce yourself to them and try to make them feel welcome. The membership committee is working hard to expand our Division. Many thanks for your efforts thus far. If you have ideas about building membership or would like to volunteer for this committee, please contact Fran Kochan, Division A Membership chair.

New members and first-time conference attendees: Join us at a Division A session in your honor! We invite all those who recently joined AERA or who are interested in learning about Division A to attend a session designed especially for you. A panel of distinguished Division A members will be present to share ideas about how to get the most out of your AERA experience. Among the panelists are **Rodney Ogawa** (University of California-Santa Cruz), Division A Vice President; **Frances Kochan** (Auburn University), Division A Membership Committee Chair; **Cynthia Reed** (Auburn University), Recipient of the 2003 Jack A. Cubertson Award in Educational Administration; **Michael Dantley** (Miami University) UCEA President-Elect.

The 2005 David L. Clark National Graduate Student Research Seminar

Michelle Young
 University of Missouri-Columbia
execucea@missouri.edu

This year's faculty participants include many Division members. Many thanks to **Judy Alston** (Bowling Green State University), **William Boyd** (Pennsylvania State University), **Gary Crow** (University of Utah), **Michael Dantley** (Miami University), **Mary Driscoll** (New York University), **Margaret Grogan** (University of Missouri-Columbia), **Laura Hassler** (Florida State University), **Carolyn D. Herrington** (Florida State University) **Meredith I. Honig** (University of Maryland-College Park), **Barbara L. Jackson** (Fordham University), **Fran Kochan** (Auburn University), **Jane Clark Lindle** (Clemson University), **Greyson Noley** (University of Oklahoma), **Rodney Ogawa** (University of California-Santa Cruz), **Darleen Opfer** (Ohio State University), **George J. Petersen** (California Polytechnic State University-San Luis Obispo), **James Scheurich** (Texas A & M University), **Joan Shapiro** (Temple University), **C. John Tarter** (St. Johns University), **Linda Tillman** (University of North Carolina-Chapel Hill), and **Michelle Young** (University of Missouri-Columbia).

Division A congratulates those selected to participate in the 2005 David L. Clark National Graduate Student Research Seminar. We invite you to attend the Division A New Member Session (see information on page 15) and become involved in our organization. **Alex Bowers** (Michigan State University) serves as the Division A Graduate Student Representative; please contact him at bowers@msu.edu for more information. We look forward to meeting you during the AERA annual meeting. Enjoy your research seminar learning experience!

Graduate student participants include **Ann Allen** (Michigan State University), **Linda Atkinson** (University of Oklahoma), **Katerina Belazelkoska** (University of Wisconsin-Milwaukee), **Sonia Ben Jaafar** (OISE University of Toronto), **Rachel Brown** (University of Minnesota), **Brian Childress** (University of Northern Colorado), **Linetta Collins** (University of Cincinnati), **Lisa Dawn-Fisher** (University of Texas at Austin), **John Donato** (Seattle University), **Thomas Ellett** (Fordham University), **Lisa Grillo** (Howard University), **Katherine Haynes** (Vanderbilt University), **Frank Hernandez** (University of Wisconsin-Madison), **Angela Hernquist** (University of Nevada Las Vegas), **William Ingle** (Florida State University), **Jacqueline Kearns-Barber** (Lehigh University), **Andrew Kufel** (Virginia Polytechnic Institute and State University), **Harriet MacLean** (St. Mary's College of California), **Elizabeth Marzol** (University of Washington), **Laura Massell** (University of Vermont), **Christopher Miller** (University of Wisconsin-Madison), **Mason Miller** (University of Virginia), **Peter Miller** (University of Utah), **Thu Suong Thi Nguyen** (University of Texas at Austin), **Dana Patterson** (Washington State University), **Katina Pollock** (OISE University of Toronto), **Colleen Ponto** (Seattle University), **Melissa Raspberry** (University of North Carolina-Chapel Hill), **Thomas Reed** (Ohio State University), **Julie Riordan** (University of Pennsylvania), **Jeffrey Romanczuk** (University of Tennessee-Knoxville), **William Rorison** (University of Maryland-College Park), **Nanci Shaw** (Iowa State University), **Teresa Skeete** (University of Texas-San Antonio), **Brenda St. Hilaire** (University of Manitoba), **Bonnie Stelmach** (University of Alberta), **Juli Swinnerton** (University of Washington), **Catherine Taylor** (Pennsylvania State University), **Jelena Teodorovic** (George Washington University), **Michelle Thompson** (University of Florida), **Judith Toure** (University of Pittsburgh), **Julian Vasquez Heilig** (Stanford University), **Sheldon Watson** (University of Missouri-Columbia), **Judy Whitaker** (University of Utah), and **Barbara Williams** (University of Missouri-Columbia).

Congratulations to Two Division A Book Authors

Robert J. Starratt's (Boston College) new book, *Ethical Leadership*, was published in 2004 as part of the Jossey-Bass Leadership Library in Education. Starratt asserts that educational leadership requires "a moral commitment to high quality learning for all students" (back cover). This commitment is based upon three essential virtues: "proactive *responsibility*; personal and professional *authenticity*; and an affirming, critical, and enabling *presence* to the workers and the work involved in teaching and learning" (back cover). These essential virtues in educational leadership are woven throughout a story of the challenges faced by a principal in this era of high-stakes accountability. The book offers practical suggestions for both practicing and aspiring educational leaders.

Carol Mullen (University of South Florida) authored three books that were recently published. The 2004 release by ScarecrowEducation, *Climbing the Himalayas of School Leadership: The Socialization of Early Career Administrators*, examines a critically important educational policy issue for school districts: the recruitment, development, and retention of career administrators. *The Mentoring Primer*, published in 2005 by Peter Lang, offers a comprehensive introduction to the foundations and strategies for mentoring educators. *Fire and Ice: Igniting and Channeling Passion in New Qualitative Researchers*, also published in 2005 by Peter Lang, presents a contemporary structure for collaborative inquiry by graduate faculty and students.

FUTURE ISSUES

Deadline for submitting material to be included in the Summer 2005 newsletter is **May 10, 2005**. This issue traditionally includes officer and committee reports. Please send your copy to all three editors: rodney.muth@cudenver.edu, tricia.ferrigno@uky.edu, jbrooks@mail.coe.fsu.edu

Submission and Publication Schedule

Issue Date	Deadline for Submissions	Submitted to AERA	Published Online	Announced Via E-mail
Summer 2005	May 10	June	July	July 10
Fall 2005	August 10	September	September	September 10
Winter 2005	January 31	February	February	February 10
Spring 2005	February 10	March	March	March 10

Regular Newsletter Features

Vice President's Corner: A regular feature, the Vice President provides 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 are featured in the summer issue.

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

From the Editors: This section appears regularly and supplies notes about the current and upcoming issues, requests input, and discusses other editorial concerns.

Listening to Leaders: Interviews with leadership educators, researchers, policy makers, and others.

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 information
- listings of SIG contact information relevant to Division A members
- listings of annual award winners

List of Appointments for 2004-2005

Division A Officers

Vice President & EC Chair
 Rodney T. Ogawa
 University of California-Santa Cruz
 rtogawa@uncsc.edu

Secretary (2003-2005)
 Gary Grow
 University of Utah
 ggrow@ed.utah.edu

Vice President Elect
 TBA

Immediate Past Vice President
 Patrick B. Forsyth
 Oklahoma State University
 forsytp@okstate.edu

Past Vice Presidents
 Karen Seashore
 University of Minnesota
 klouis@umn.edu

Terry A. Astuto
 New York University
 ta4@nyu.edu

Immediate Past Secretary
 James G. Cibulka
 University of Kentucky
 cibulka@uky.edu

Affirmative Action Committee
 James Earl Davis, Chair
 Temple University
 james.earl.davis@temple.edu

Program Committee
 Megan Tschannen-Moran
 College of William and Mary
 mxtsch@wm.edu

Division A Committees

Affirmative Action Committee
 James Earl Davis, Chair
 Temple University
 james.earl.davis@temple.edu

Vice Chair
 TBA

Awards Committee
 Donald G. Hackmann, Chair
 University of Illinois at
 Urbana-Champaign
 dghack@uiuc.edu

Catherine Lugg, Vice Chair
 Rutgers University
 lugg@rci.rutgers.edu

Graduate Student Representatives
 Alex J. Bowers
 Michigan State University
 bowers@msu.edu

**Graduate Student Seminar
 Planning Representatives**
 TBA

**Membership/New Members
 Committee**
 Fran Kochan, Chair
 Auburn University
 kochafr@groupwise1.duc.auburn.edu

Vice Chair
 TBA

Division Mentoring Program
 Janice R. Fauske, Chair
 University of South Florida
 jfauske@sar.usf.edu

Division A Newsletter Editors
 Rodney Muth, Co-Editor
 University of Colorado-Denver
 rodney.muth@cudenver.edu

Tricia Browne-Ferrigno, Co-Editor
 University of Kentucky
 tricia.ferrigno@uky.edu

Jeff Brooks, Associate Editor
 Florida State University
 jbrooks@mail.coe.fsu.edu

Nominating Committee
 TBA

Program Committee
 Megan Tschannen-Moran, Chair 2005
 College of William and Mary
 mxtsch@wm.edu

Sharon Kruse, Chair Section 1
 University of Akron
 skruse@uakron.edu

John Sipple, Chair Section 2
 Cornell University
 jws28@cornell.edu

Joseph Johnson, Chair Section 3
 The Ohio Department of Education
 jfjohnson100@insight.rr.com

Mary Driscoll, Chair Section 4
 New York University
 mary.discoll@nyu.edu

Juanita Garcia, Chair Section 5
 University of Texas at Austin
 jwagstarr@mail.utexas.edu

**Ad Hoc Task Force: International
 Committee**
 Selahattin Turan, Chair
 Osmangazi University, Turkey
 sturan@ogu.edu.tr

Ad Hoc Committee: Publications
 Linda C. Tillman, Chair
 University of North Carolina at
 Chapel Hill
 ltillman@email.unc.edu