

AERA Division A Newsletter

“School Leadership Researcher”

Volume ? Issue ?

FALL 2002

VICE PRESIDENT’S CORNER

Patrick B. Forsyth
Oklahoma State University

I consider it a great honor to serve as your Vice President for the next two years. Thank you for your trust. I have at least three goals to accomplish in that time: (1) improve Division communications, (2) expand participation, and (3) make the workings of the Division more transparent and democratic. In this column, I will report activities related to these goals as the year goes on.

One major step that I have taken to improve communication is to budget and plan for the regular and more frequent distribution of the newsletter. Our Secretary, James Cibulka (University of Kentucky), has taken a deanship and he “reluctantly” agreed to hand over newsletter responsibility to Rod Muth (University of Colorado at Denver), whom I appointed Editor. Helping Rod will be Associate Editor, Tricia Browne-Ferrigno (University of Kentucky). I am grateful to these generous Division A members and know that they will build a great tradition for our newsletter over the next year. They promise substance and esthetic style second to no other Division by year’s end.

We have already taken some steps toward expanding participation in the Division’s work by broadcasting the call for volunteers widely. Immediately after taking office, I used the Division’s listserv to solicit assistance of individuals with broad network access to help make our invitation known. I especially thank

UCEA’s executive director Michelle D. Young, Linda Tillman (Wayne State University), and Judy Alston (Bowling Green University) for their assistance. Many Division members volunteered and have been placed on one or more committees. My thanks to all volunteers!

For most committees, I established a system that includes a Chair and Vice Chair. The Vice Chair will become Chair after a year. Committee membership, wherever possible, will include all those who volunteered to serve. Those interested in becoming active in the Division can quite literally go through the chairs. This approach should increase both the effectiveness and continuity of our work. The committees and chairs are listed on page 6 of this newsletter.

Toward achieving the goal of transparency, I appointed two former Division Vice Presidents (Martha M. McCarthy, Indiana University, and Karen Seashore, University of Minnesota) as co-chairs an *Ad Hoc* Governance Committee and charged them with the task of creating a set of bylaws for Division A. Having such a document should make the workings of the Division accessible to the membership and give officers some sense of their responsibilities without having to discover them by trial and error. The committee will propose a set of bylaws for your consideration at our Business Meeting in Chicago. The plan is to distribute the draft to you in the Spring 2003 issue of this newsletter.

Last November, the AERA Council voted to continue the policy of electing Division Vice Presidents a year before they assume office. I appointed James Bliss (Rutgers University) as

chair of the Nominating Committee. He will be assisted by Barbara Schneider (University of Chicago) and Kenneth Leithwood (Ontario Institute for Studies in Education). AERA's timeframe for the work of the Nominating Committee is not very reasonable, given the summer schedules of many academics. Thus, I am very appreciative of the work this committee has done these past few weeks. You can look forward to a ballot later this year.

As a point of information, at the next AERA Council meeting I propose to argue for re-establishment of two free Division affiliations with AERA membership. Our Division has suffered greatly because of recent action to charge \$5 for each divisional affiliation: Many individuals (possibly as many as half of AERA's members) have not designated divisional affiliation at all. Allocations of budget and

program sessions are based on numbers of divisional affiliates; thus, it is in our best interest to have all AERA members designate at least their prime affiliation, and often in our case their two prime affiliations, Divisions A and L.

Finally, I bring to your attention a matter that gets raised periodically, that is, the matter of our Division's history. Please give some thought to what steps we might take to promote the development of the history of AERA Division A. Your suggestions are most welcome.

I do wish all of you great success and accomplishment in this academic year, 2002-2003. I look forward to seeing you in Chicago. If I can be of help, my e-mail address is forsytp@okstate.edu.

GRADUATE STUDENT UPDATE

Susan Bernstein, Florida Atlantic University, Docbernz@aol.com

Mark Salinas, University of California-Riverside, tortuga3@pacbell.net

Your Graduate Student Representatives have developed multiple objectives for 2002-2003 that include (a) providing graduate students access to information about educational leadership and administration; (b) facilitating graduate-student participation, collaboration, and involvement with Division A activities; and (c) representing graduate student interests in Division A and AREA.

We view ourselves as liaisons between Division A and the AERA Graduate Student Council. We plan to offer assistance, perspectives, and means of public relations to Division A committees that affect graduate students.

Our goals this year are to (a) work with the *International Journal of Leadership in Education (IJLE)* to hold a graduate student competition for best article; (b) seek at least one

session to chair at AERA; (c) attend the mid-year conference in Chicago; (d) report our activities at the mid-year and annual Division A business meetings; (e) participate in the graduate student hospitality suite and the social and business meetings at the annual meeting; (f) write pieces for the Division A and the Graduate Student Counsel newsletters; (g) update our listserv and send regular announcements to graduate students; (h) work with Kamau Oginaga Siwatu to establish a Division A student representative in each district or region and, ideally, at each university; and (i) engage our committee of graduate students to spread the word about Division A opportunities.

Submissions of manuscripts or questions about the *IJLE* contest should be directed to Susan Bernstein (Docbernz@aol.com).

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

We are pleased to have the opportunity to continue the tradition of recent editors—James Cibulka and Mark Smylie—and provide AERA Division A members with a newsletter designed to keep readers informed about issues and news of concern to members. On page 8, we outline plans for the newsletter and invite you to participate in many ways by supplying us with news and contributions of interest to our readers.

A New Look for Division A Newsletter

In this our first issue, you found a welcome from our new Vice President, Pat Forsyth. The *Vice President's Corner* will appear on the first page of future issues. David Sperry, Dean of the College of Education at the University of Utah, offers his *Perspective* on the standards development process on pages 4 and 5. We plan to reserve the center pages of each issue for special-feature articles.

The name for the newsletter, "School Leadership Researcher," is simply a placeholder: We are accepting suggestions until October 10 for a new newsletter title that captures the uniqueness of Division A and sets the Division A Newsletter apart from others. Nominations should be sent via e-mail to either editor. The best entries will be listed in the Winter 2002 issue for a runoff. The winning entry will be honored on the masthead in the Spring 2003 issue.

Division A's 2002-2003 organizational structure and contact information for officers and chairpersons is

presented on page 6. This listing will appear regularly in future issues. See the last page of this newsletter for more information on our plans for future issues and how you can become involved.

Call for Support

One goal for this year is to expand the content and distribution of the Division A newsletter. We have reviewed many newsletters from a variety of sources to glean ideas to make our newsletter second to none. We hope that you find this first issue a welcome addition to the communications among the Division A membership. But it is only a beginning!

We welcome and seek

- § critiques and recommendations to improve the newsletter content and format
- § information and announcements to include in future issues
- § volunteers to serve as reporters or feature editors

Suggestions for improving the newsletter should be sent to Pat Forsyth (forsytp@okstate.edu) or to the editorial team. To make specific suggestions about improving the newsletter layout, contact Tricia Browne-Ferrigno (ferrign@uky.edu). To volunteer as reporter or feature editor responsible for one or more of the content areas, contact Rod Muth (rod_muth@coe.cudenver.edu). Other contributions can be sent to either editor. We look forward to an excellent year and to keeping each other well informed about Division A and our fields.

WINTER 2002 ISSUE

The deadline for submissions to the next issue of the Division A newsletter is **October 10, 2002**. Send suggestions for newsletter name, prospective articles, announcements, news, and reflections about Division A history to Rod Muth (rod_muth@ceo.cudenver.edu) or Tricia Browne-Ferrigno (ferrign@uky.edu).

Subscribe to Division A listserv (<http://www.uky.edu/Education/EDA/aera-alist.htm>) to receive announcements and notices.

PERSPECTIVE: A University Professor's Reflections on NCATE's Program-Approval Standards for Educational Administration

**David J. Sperry, Dean
College of Education, University of Utah**

Over the past decade, I twice have had the opportunity to serve on the national committee appointed by the National Policy Board for Educational Administration (NPBEA) to craft standards for programs in educational administration for the National Council for the Accreditation of Teacher Education (NCATE). The first time, our task essentially was to update and consolidate the multiple sets of school administration standards then operating. This came about when the Association for Supervision and Curriculum Development proposed yet another set of standards for programs in educational administration, and NCATE officials asked the NPBEA to recommend a single set of standards. Approval for these newly consolidated and upgraded standards was received in October of 1995. On March 20, 2000, the Educational Leadership Constituent Council (ELCC) was notified by NCATE of the need to revise the 1995 standards. This happened because the *NCATE 2000 Initiative* required a new performance assessment component for program standards. Since the standards for the Interstate School Leaders Licensure Consortium (ISLLC) were being adopted by a large number of states for licensure of school administrators, it was determined that the committee would begin working with the ISLLC set of standards. Another reason for this decision was that some universities believed that the challenge of addressing separate sets of criteria was too burdensome, even though the ELCC guidelines and the ISLLC standards were fairly similar. It was a privilege and positive experience to serve with both work groups. Both had their own intriguing sets of issues to confront and committee personalities to blend.

Reflections

My experience serving on the NPBEA work group that developed the new educational administration standards for NCATE has left me

with some concerns that I believe most major university programs in the field of educational administration should be pondering and addressing. These include the

- § depth of discontent with university-based programs
- § de-emphasis of the academic knowledge base
- § lack of clearly defined and tested performance-based models
- § lack of support for programmatic input standards
- § lack of support to bolster public demand for in-depth internships
- § fallacious insistence on producing "fully prepared" graduates

The extent of the discontent for university-based programs by some representatives on the committee surprised me. It is beyond these reflections to detail the discontent, but it primarily focused on (a) the so-called theoretical and abstract nature of college courses, (b) faculty being too removed from the reality of modern day schools, and (c) university-based programs being too fragmented and episodic. For a detailed and clearer sense of the depth and nature of the discontent harbored by some policy makers, foundations, and association officials, readers should review David Imig's article in the September 10, 2001 AACTE Newsletter: *Holding the Line on School Leader Preparation*. Imig indicates that he has found broad based support for what he calls "deprofessionalization of leadership preparation" and a strong advocacy for apprenticeship training. I find this criticism unfortunate and unfair, given that much of this dissatisfaction fails to recognize the extensive revisions over the last ten years to preparation programs that are in line with new standards and performance-based reforms.

Although the professorial love affair in educational administration with creating a "knowledge base" over the past 30 years may not have produced all the expected or hoped for results, it is inconceivable to me that the new-

found infatuation with “performance-based standards” would negate the importance of fundamental knowledge. In my own field of educational law, for example, I cannot imagine a well-prepared school administrator who would not have basic knowledge of the elements of due process of law, equal protection of the law, or the concept of reasonableness and reasonable conduct. Who can administer today’s schools without some sense of the content of landmark cases like *Brown v. Board of Education* or *Tinker v. Des Moines Independent School District* or have some idea of *IDEA* or other federal program requirements. Many times, committee members, while crafting the language around the new NCATE standards, argued against even the word “knowledge” being contained in the rubrics.

Troubling to me throughout the process was the inability of anyone, including NCATE officials, to produce a complete example of a clearly defined, tried, and tested performance-based program. The rationale and logic for such a preparation program is ever so persuasive. However, such linear thinking was also at the heart of PPBS and Zero-based budgeting, and both collapsed under their own weight (i.e., cost, time, and coordination). Although I privately fear that the same thing may happen to performance-based standards, my greater concern is placing all our eggs in a single basket or tossing the baby out with the bath (i.e., knowledge base, basic in-put standards, etc.)

If the main purposes of accreditation are to assure quality programs, assist with programmatic improvement, and eliminate fly-by-night operations, the unwillingness of the majority of the committee to support simple, minimal input standards to assure minimally qualified faculty and students is troublesome and problematic. In visiting with other deans on my campus, I have found such varied fields as law, engineering, and pharmacy support clear movement toward greater performance-based accreditation requirements, but none of their national accrediting bodies are eliminating

fundamental input requirements that relate to the quality of faculty and students.

In the 1995 standards, a strong full-time internship requirement was made a part of the NCATE requirements for perhaps the very first time. I was disappointed that many higher education representatives on the most recent committee wished to dilute or even eliminate a mandatory internship standard. The reason for opposing the existing internship standard was largely due to the fact that many universities and colleges felt they could not meet the requirement because of a lack of help and support from state policy makers and local school districts. Association representatives on the committee vocally favored strong internships, but in the interest of compromise joined in supporting the weakened standards. It seems to me that this is an area where all could benefit by working together. Even those who criticize university-based programs and call for apprenticeship training ought to help lead the charge to secure legislative (both federal and state) and school district financial and logistic support for year-long, paid internships.

Inherent in the performance-based initiative is the call for “fully-prepared” administrators. I must ask whether any professional field other than education demands the same performance from a new graduate that it does from a ten-year veteran. Emphasizing “fully-prepared” new school administrators also provides ammunition to legislators who reject attempts to allocate funds for continuing professional development—another nail in the coffin of professionalization. Will we ever see educational preparation as a continuum of initial preparation, in-service training, and life-long professional development?

Conclusion

Preparation of K-12 school leaders continues to be a topic of much national debate and discussion. Careful examination and consideration of the above issues ought to be an integral part of that dialogue. Hopefully, those conversations will include all stakeholders.

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HISTORY OF DIVISION A

We would like to feature regular—short!—pieces about Division A's growth and activities over the years. These contributions, supplied by members, should focus on historic events, accomplishments, and 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. **Question:** *How many years has Division A published a newsletter?*

COMMITTEE NEWS: Upcoming Activities of the International Committee

Hanne Mawhinney, University of Maryland, hmawhinn@wam.umd.edu
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At the 2003 AERA meeting in Chicago, the International Committee of Division A will organize an interactive session on international developments in the study of leadership and learning communities. The aims of the Committee are to (a) stimulate cross-national communication and collaboration on issues of shared interest, (b) stimulate interest in comparative approaches among North American researchers, and (c) provide opportunities for people from non-English speaking countries to participate and play an active role in Division A's program. The goals of the 2003 session are to facilitate an open international exchange and create networking opportunities around themes of shared interest.

In the 2001 session, the focus was on the preparation of school leaders, and the 2002 theme was the meaning of learning communities in schools. The 2003 symposium will build on the results of both prior meetings, involve the networks that emerged around these themes, and enrich the session with new participants from different countries. The symposium will consist of six roundtables:

- Table 1 • International Developments in Leadership in Education
- Table 2 • Comparative Approaches of Leadership Preparation and the Relationships between Ethical, Competency-based, and Training Issues
- Table 3 • Collaborative Integrated Science Curriculum Development as a Vehicle for Developing School Leaders: An International Perspective
- Table 4 • The Relationship between Leadership Development and the Development of Learning Communities
- Table 5 • An International Perspective on the Development of Learning Communities
- Table 6 • Changes in Teachers' Lives in the Context of Schools as Learning Communities

At each round table, two or three invited participants will briefly introduce the theme and promote discussion to include all the participants. In a plenary conclusion, discussants and observers will summarize the trends that emerged during the multiple discussions. The symposium will end with a discussion of opportunities for further networking, forthcoming activities of the International Committee, and active contributions of symposium participants in the International Committee.

The chairs invite all colleagues interested in the activities of the International Committee to participate in the session during the AERA meeting. Please contact Hanne Mawhinney (hmawhinn@wam.umd.edu) or Jeronen Imants (j.imants@ils.kun.nl) for further information, to raise questions, or to provide ideas.

MEMBER NEWS AND NOTES

One of our international members, **Viviane Robinson, University of Auckland, New Zealand**, won an award for her article, "Descriptive and Normative Research on Organisational Learning: Locating the Contribution of Argyris and Schön" (*International Journal of Educational Management*, 15 (21), 58-67, 2001). The article leads a Special Issue on the work of these seminal researchers in the field of organizational learning. It provides an overview of the field, contrasts its various strands, and explains why the work of Argyris and Schön has been quoted frequently yet seldom adopted by other researchers in the field. Robinson's article critiques the tendency of some research on organizational learning to separate the processes of learning from the substance and context of what is being learned. The Special Issue, which includes a commentary by Chris Argyris, was edited by Steve Kaagan and Frank Crowther.

PLANS FOR FUTURE ISSUES

The editorial team of the AERA Division A Newsletter intend to publish four issues per year, according to the calendar provided in the matrix below. Time is short for submission of material for the Winter 2002 issue: **The submission deadline is October 10.** All material for the newsletter should be sent to the editorial team (rod_muth@ceo.cudenver.edu or ferrign@uky.edu) via e-mail attachments (Word documents or RTF files).

Submission and Publication Schedule

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

News about the upcoming AERA annual convention will appear in the Spring issue and will include links to AERA Division A program sections. Summer and Fall issues will provide program highlights. Please note that the first summer issue will be Summer 2003.

Job announcements will appear in the Summer, Fall, and Winter issues (as available) and include links to updated job-information pages or specific announcements of general interest.

Announcements about upcoming issues will be sent via the Division A listserv and other pertinent listservs (e.g., Teaching in Educational Administration SIG, Division L). For the first two issues of the Division A newsletter, a postcard will be mailed to all current Division A members and will include the Web site address for the newsletter (<http://www.aera.net/>) and subscription request for the Division A listserv (<http://www.uky.edu/Education/EDA/aera-alist.htm>).

Additional Newsletter Features

Secretary's Report will be an occasional feature (Summer issue) that includes the minutes of Division A's annual business meeting.

Perspective or *Commentary* feature articles will focus on areas or topics generally addressed in the call for papers for the annual meeting or topical issues of importance to the members of Division A. Papers considered for inclusion will be trenchant and of interest to Division A members. These articles may be brief summaries of papers presented at the annual meeting that have broad appeal, a series on topical concerns (just as Perry's article concludes an earlier focus on standards), and so forth. Restrictions for publication will apply (no more than 1,000 words or 5 to 7 pages of double-spaced text) to meet newsletter page limitations (2-3 pages). The editors reserve the right to edit *Perspective* or *Commentary* articles for style and length. Suggestions for articles will be accepted from Division A officers, committee chairs, and members of Division A and related Divisions or SIGs.

Member News and Notes presents information about members, including what they are doing, what they have accomplished, what they plan for research and with whom (e.g., recent developments out of UCEA on cohort and preparation outcomes), what they are discovering about teaching that others might find of interest, and so forth. Announcements about book and article awards, special recognitions, and other celebrations will be regular entries. If you are interested in helping with this column, please contact the editors.

Regular Features includes (a) information about Division A committee work supplied by committee chairs, (b) announcements such as calls for papers for conferences and journals and dissertation award competitions and submission deadlines, (c) listings of SIG contact information relevant to Division A members, (d) listings of annual award winners (e.g., AERA, UCEA), perhaps with a brief synopsis of the awards winner's work or the tribute to the recipient. Please submit announcements to both editors.