

AERA Division A Newsletter

School Leadership News

Issue 4

Summer 2003

VICE PRESIDENT'S CORNER

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I would like to express my sincere appreciation to the many people who contributed to the spectacular success of Division A activity in Chicago. The pace of Division activity was hectic, yet productive. All of the various committee chairs and members are to be congratulated for their fine work.

Second, I would like to extend an open invitation to Division members to volunteer their service on various new and continuing committees for 2004. Committees that need recruits include Awards, Affirmative Action, Membership/New Members, International, and Graduate Student Clark Seminar Planning. The Awards Committee is especially needy at this point. As always, we are interested in a diverse group of participants, including those new to the Division. If you are interested, please e-mail me and put the word "VOLUNTEER" in the subject field.

After a year on the job, it is time to review progress on the three goals that I announced at the beginning of my first term as Vice President:

- (1) Improve Division communications,
- (2) Expand participation, and
- (3) Make the workings of the Division more transparent and democratic.

With respect to Goal 1, I appointed **Scott McLeod** (University of Minnesota) and

Christopher Dunbar (Michigan State University) to conduct a study of the Division's communications. They used a Zoomerang electronic system to survey the membership and their report is summarized on page 15 in this newsletter. In general, no radical changes are suggested, but it is clear that we need to take advantage of new capacity and ways to announce the arrival of newsletters to the membership. Also, members would like to see more substantive articles routinely included in the newsletter. The ideas and suggestions you offered will be used by the leadership to continue Division communication improvement during the coming year. **Rodney Muth** (University of Colorado at Denver) and **Tricia Browne - Ferrigno** (University of Kentucky) have improved the Division's record for timely delivery of a much improved newsletter. The Division Listserv will soon be moved to the AERA server in Washington and have upgraded potential for meeting the needs of the Division as well.

Goal 2, expanding participation, is one that requires constant attention by the Vice President. This year, 33 individuals served the Division in leadership roles of various committees and task forces. Scores more participated in the work of those committees and made their participation in their professional association a reality. For purposes of affording more opportunity to more members, this year we instituted a system of Chair/Vice Chair for most committees, moving individuals through membership to leadership positions and enhancing continuity. Assuring all

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Division members that their contributions are valued? and that they are welcome? is a challenge for an organization that meets only once a year.

Goal 3, making the workings of the Division more transparent and democratic, is one on which we have made irreversible progress. Last summer, I asked former Vice Presidents **Martha M. McCarthy** (Indiana University) and **Karen Seashore** (University of Minnesota) to Co-Chair an Ad Hoc Governance Committee. They and a committee of volunteers worked through Fall 2002 to produce a draft of Division A Bylaws that was adopted at the Spring 2003 Business Meeting in Chicago. The amended Bylaws will be posted on the AERA Web page in the near future. One main advantage of this document is that it makes the operations of the Division accessible and visible to the entire membership. In addition, by putting our operational traditions on paper, we sought to enhance the continuity of the Division's work. Very importantly, the Bylaws include the establishment of a Division Executive Committee whose responsibility, in part, will be to enhance democratic participation and institutionalize annual evaluation of the Division's work. Also, you will notice on page 3 that we have minutes from our annual Business Meeting, thanks to our esteemed Secretary **James G. Cibulka** (University of Kentucky). Regular reporting of formal action is a small but important step in creating an accessible history and continuity of work for the Division.

This year, we are adding a committee on mentoring junior faculty of Division A. About ten volunteers made known their interest in this project, and we budgeted \$2,000 for use by the

committee at the 2004 annual meeting in San Diego. After consulting the Executive Committee, I will appoint a Chair and Vice Chair to oversee that work.

The Task Force on Developing a Research Agenda, co-chaired by **William Firestone** (Rutgers University) and **Carolyn Riehl** (University of North Carolina-Greensboro), which had such a flourish of activity in Chicago, has some new irons in the fire. We shall be hearing more about that later. Carolyn Riehl, Division A Program Chair 2004, and her section chairs anxiously await your proposals. Be certain to examine the electronic proposal submission system well in advance of the August 1 deadline. It is a new system and may take some getting used to.

On June 29, I returned from a three-day Washington meeting of the AERA Council and Executive Board where we digested and deliberated on over 400 pages of agenda. You can anticipate many efficiency improvements in the way AERA operates and improvements in service during the current year. The move to have VPs serve three years (instead of two), in my view, is going to have very important and positive consequences for the association. VP-Elect **Rodney Ogawa** (University of California-Santa Cruz) will be our Division's first vice president to serve the extended term when he takes over next April.

It is an honor to serve you. Please do not hesitate to contact me if you have ideas about the improvement of the Division and ways that you can contribute. Best wishes!

Congratulations to Division A VP-Elect: Rodney Ogawa

AERA 2004 Presentation Proposals Deadline: August 1
New System for Proposal Submission at www.aera.net/meeting

SECRETARY'S REPORT

James G. Cibulka
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The annual business meeting of Division A was held on Wednesday, April 22, 2003, in the Grand Hyatt Hotel in Chicago, Illinois. Vice-President **Patrick B. Forsyth** (Oklahoma State University) presided and called the meeting to order at 6:15 p.m. He immediately turned the program over to **Martha McCarthy** (Indiana University) who announced that Professor **William Foster** (Indiana University) had recently passed away after a long battle with cancer. Professor McCarthy underscored the significance of Professor Foster's contributions to our field and how much he will be missed. A discussion ensued concerning an appropriate manner for honoring and recognizing the contributions of a highly respected colleague.

Following the opening announcement and discussion, VP Forsyth presented his opening remarks during which he discussed his goals for Division A during his term: (a) improved communication, (b) expanded participation, and (c) transparent and democratic governance. The Division A newsletter is now published four times a year; however, he wants to assure that the newsletter is widely accessible to the entire membership. He established an Ad Hoc Task Force on Communications to examine ways for improving the division's communication. He also noted that AERA has changed the term of office for the vice-presidency to three years, which he believes should help the division function more effectively.

VP Forsyth's second goal is to expand participation among Division A membership. Although he has tried to involve a wider group of people in AERA activities, he recognizes that this is a continuing project. He indicated that he plans to make another call for committees for the coming year.

Finally, VP Forsyth indicated that wants to make the workings of the Division more transparent and democratic. He appointed a Governance Committee to draft by-laws so that the transition between Vice-Presidents would be better and so that members will better understand the Divisional policies.

Reports of the Various Officers and Committees

Secretary

James G. Cibulka (University of Kentucky) indicated that no report was needed.

Program Committee

Helen Marks (The Ohio State University) Introduced the section chairs. She reported that 400 proposals were received and that over 300 volunteers reviewed them. Fifty-two percent of the proposals were placed on the program, partly due to help from various SIGs. Professor Marks announced that **Carolyn Riehl** (University of North Carolina-Greensboro) will be the 2004 Program Chair. [\[See Program Committee report on page 11.\]](#)

Ad Hoc Task Force on Communications

Scott McLeod (University of Minnesota) was not present at the annual meeting. [\[See Task Force report on page 15.\]](#)

Graduate Student Representatives

Susan Bernstein (Florida Atlantic University) reported for Mark Salinas and her about the many activities they conducted for Division A and the Graduate Student Council. Highlights of the graduate-student involvement included (a) articles written for each Division A newsletter and for the AERA Graduate Student Council newsletter, (b) coordination of two graduate student sessions during the annual meeting, (c) participation in a mid-year AERA conference, (d) assistance with the Division A New Member Meeting and Reception, (e) promotion of Graduate Student Seminar and the Dissertation Award, (f) serving as liaisons between Division A and graduate students, and (g) creating a Division A Graduate Student Listserv. [\[See Graduate Students Update on page 6.\]](#)

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Nominations Committee

James R. Bliss (Rutgers University) introduced the other members of the committee: **Barbara Schneider** (University of Chicago) and **Ken Leithwood** (University of Toronto). The slate nominated for VP-Elect included **Ellen Goldring** (Vanderbilt University), **Rod Ogawa** (University of California-Santa Cruz), and **Mark Smylie** (University of Illinois-Chicago). He thanked these three individuals for being willing to have their names be placed on the slate and announced that **Rod Ogawa** was elected as the next Division A Vice President.

Affirmative Action Committee

Joan Poliner Shapiro (Temple University) recognized the Vice Chair **Cynthia Gerstl-Pepin** (Georgia State University). She indicated that an announcement will be forthcoming about a program commemorating the 50th anniversary of *Brown v. The Board of Education*. Program sessions will include related dimensions, such as the nation's changing demography and diversity issues. [See announcement on page 16.]

Membership/New Member Committee

Tina Reyes (University of Houston) announced that an AERA program session for new members was scheduled the following evening (Thursday, April 23 at 4:05 p.m. in the Swissotel Ballroom) and that **Rod Ogawa** (University of California-Santa Cruz) and other scholars were participating as invited panelists.

Ad Hoc Task Force on Research Agenda:

William Firestone (Rutgers University) first introduced Co-Chair **Carolyn Riehl** (University of North Carolina-Greensboro). He then announced that a set of research questions was developed and that drafts of working papers presented at AERA had been posted on a website. Plans are to publish the papers in a book following a review process. Professor Firestone indicated that one paper prepared and distributed was entitled "What We Know About Successful School Leadership." [See Task Force report on page 14.]

International Committee

Hanne Mawhinney (University of Maryland) introduced the Vice-Chair **Jeroen Imants** (University of Nijmegen) who will serve as next year's chair. She reported that 70 participants were at the program session offered this year and thanked all involved for their support.

Ad Hoc Publications Committee

C. John Tartar (St. John's University) reported that an electronic survey of the membership was prepared to solicit feedback and ideas. However, he indicated that the survey would be resent to members because the original version contained a virus.

Newsletter Editorial Team

In the absence of Editor **Rodney Muth** (University of Colorado at Denver) who was not able to attend because he was recovering from surgery, Associate Editor **Tricia Browne - Ferrigno** (University of Kentucky) asked committee chairs to submit reports for the Summer 2003 edition of the newsletter by June 10. She also requested that anyone with information about the history of Division A and its newsletter to contact her via e-mail (ferrign@uky.edu). Additionally, she issued an invitation for individuals to submit materials for possible inclusion in the newsletter. [See From the Editors on page 7 and information about Future Issues on page 17.]

David L. Clark Graduate Student Seminar

Michelle Young (UCEA Executive Director) reported on the annual David L. Clark Graduate Student Seminar, which is co-sponsored by Division A, Division L, and Corwin Press. Forty students were invited to participate in the 2003 Seminar in Chicago. Michelle announced that a call for nominations for the 2004 Seminar will go out in September. VP Forsyth thanked UCEA for its hard work on the seminar.

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Presentation of Division A Bylaws for Discussion and Possible Action

Martha M. McCarthy (Indiana University), Co-Chair for the *Ad Hoc Governance Committee*, introduced Co-Chair **Karen Seashore** (University of Minnesota) and acknowledged the other members of the committee. She then presented the proposed Division A Bylaws and asked for audience comments. **[Editors' Note: The proposed bylaws were submitted to the membership via posting on the Division A Web site several weeks prior to the annual meeting. The new Bylaws now are designated there as "Accepted April 2003."]**

Rod Ogawa (University of California-Santa Cruz) suggested that the Division needs a new title to reflect changes in focus. It was agreed by the members present that a name change needs to be discussed, but it must be done separately from the passage of the bylaws.

Bruce Cooper (Fordham University) questioned the wisdom of having both the Vice-President and Secretary's term be two years. In subsequent discussion it was proposed that in the event that both the Vice-President and Secretary are elected in the same year, the Secretary might be asked to serve an additional year on the Executive Committee in the capacity of Immediate-Past-Secretary in order to increase continuity.

Carolyn Riehl (University of North Carolina-Greensboro) asked for a clarification of line 27 concerning "the next regularly scheduled election." She suggested a change in lines 29-30 from "the next regularly scheduled election" to "the next year."

It was noted that no procedures exist for making changes to the Bylaws. Thus, it was agreed that any changes should be submitted to the Executive Committee at least four weeks in advance, posted for the membership's information for at least four weeks, and that such proposed changes could be passed by a simple majority at the annual meeting

Jay D. Scribner (University of Texas-Austin) moved and **George Petersen** (University of Missouri-Columbia) seconded the motion that the above changes be approved. The motion passed by voice vote. VP Forsyth indicated that the bylaws will be posted on the AERA Web site. **Jeroen Imants** (University of Nijmegen) suggested that at the end of the year the bylaws ought to be reevaluated. Patrick Forsyth asked that the Secretary note this in the minutes.

Other Discussion Items

Role of AERA in Promoting Research

VP Forsyth indicated that the AERA Council wants divisions to consider how to promote research at the annual meetings. He asked members who have suggestions on this matter to e-mail him (forsytp@okstate.edu).

Mentoring: Future Activity by the Division

Patrick also announced that each division is given \$2,000 annually for mentoring; however, Division A has not utilized this opportunity. He asked those who are interested in mentoring junior professors at the annual meeting to contact him via e-mail (forsytp@okstate.edu).

Proposal Review

VP Forsyth is somewhat concerned about the review process for annual meeting program proposals. It appears that sizeable discrepancies exist among reviewers, perhaps because some individuals are reviewing proposals outside of their areas of expertise or methodology. He also stated that AERA is abandoning its TIGER system and will be establishing a new format for reviewing proposals. **[See Program Committee report on page 11 for more information.]**

Presentation of Awards

Davis Award Presentation

Michelle Young (UCEA Executive Director) and **Jane Lindle** (University of Kentucky), Editor of *Educational Administration Quarterly*, presented the William J. Davis Award to **I. Phillip Young** (University of California-Davis) and **Julie Fox** (Ohio SchoolNet Commission) for their article entitled "Asian, Hispanic, and Native American Job Candidates: Prescreened or

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Screened Within the Selection Process,” which appeared in Volume 38, No. 4 (October 2002). The selection committee included **Margaret Grogan** (University of Missouri-Columbia), **Scott McLeod** (University of Minnesota), **Michelle Young** (University of Missouri-Columbia), and **Jay D. Scribner** (University of Texas-Austin).

Division A Dissertation Award

Alan Shoho (University of Texas-San Antonio), Chair of the Awards Committee, announced that 14 dissertations completed during 2002 were submitted for consideration. Three reviewers read each dissertation, and he acknowledged the reviewers. The committee named three finalists for the award. [See **Award Committee report**

on page 10.] Rod Ogawa (University of California-Santa Cruz) announced the winner and presented a certificate to **Susan Printy** (Michigan State University) for her dissertation entitled *Communities of Practice: Participation Patterns and Professional Impact for High School Mathematics and Science Teachers*. Her dissertation advisor was **Helen Marks** (Ohio State University). [See the **Commentary written by Susan Printy that is based on her dissertation findings on page 8.]**

Adjournment of Meeting

Hearing no other order of business, Vice President Forsyth adjourned the meeting.

GRADUATE STUDENTS UPDATE

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

Mark Salinas, University of California-Riverside, tortuga3000@sbcglobal.net

The AERA 2003 conference proved to be the best ever for graduate students: For the first time in Division A's history, we were able to plan two sessions! The first was “Young Academics: Going from Grad School to Faculty: Career Stories of Up and Coming Faculty Members.” The session included free food and wonderful presentations by three panelists: **Eleni Coukos-Semmel** (Director of Research, Center for Educational Leaders in the College of Education, Florida Atlantic University), **Gerardo R. Lopez** (Assistant Professor, Department of Educational Leadership and Policy Studies, Indiana University), and **Michelle D. Young** (Executive Director, University Council for Educational Administration; Faculty Member, Educational Leadership and Policy Analysis, University of Missouri at Columbia).

The second session was titled “Learn How to Earn Graduate Credit by Attending AERA and other Experiential Experiences” and conducted by **Michele Acker-Hocevar** (Florida Atlantic University) and **Susan Bernstein** (Florida Atlantic University).

This year, the first International Journal for Leaders in Education (IJLE) graduate student manuscript contest winners were chosen! First-place winner was **Kiran Katira** (University of New Mexico), second place was **Paul Newton** (University of Saskatchewan), and third was **Jingping Sun** (Ontario Institute for Studies in Education at the University of Toronto). The winners received a stipend, a subscription to IJLE, and publication of their manuscripts. We sincerely thank **Ira Bogotch** (Florida Atlantic University) and **Duncan Waite** (Southwest Texas State University) for coordinating the contest.

Graduate-student membership continues to increase. The Graduate Student Council also finalized its graduate-student handbook and updated the Web page with its new logo.

Susan Bernstein recently graduated from Florida Atlantic University, and a new graduate student co-representative will be needed to work with **Mark Salinas**. If you would like to help them out, contact Mark at tortuga3000@sbcglobal.net.

FROM THE EDITORS

Rodney Muth, Editor, University of Colorado at Denver, rodney.muth@cudenver.edu

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

Please note that Rodney Muth has a new e-mail address: rodney.muth@cudenver.edu

The response from Division A membership with copy for the newsletters we edited this past year is most gratifying. Each issue grows bigger as more members submit important information to share with colleagues in Division A. Based upon the survey results reported by the Ad Hoc Task Force on Communications (p. 15), the new format appears to be well received. However, we also recognize the need for continuing adaptations of the newsletter to meet the changing needs of Division A.

Each issue thus far has included a **Call for Support** (see below) to improve what is reported and involve all interested members of Division A. We add our “call for volunteers” for the 2003-2004 year to that from VP Patrick Forsyth to make the newsletter a valuable, informative, and interesting tool for Division A communication. Please consider joining the newsletter team!

Call for Support

One goal is to expand 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 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 (rodney.muth@cudenver.edu). Other contributions can be sent to either editor. Please help us keep each other well informed about Division A and our fields.

Highlights of the Summer 2003 Issue

This issue is dedicated to annual reports by the Division A officers and committees. Some duplication appears in the **Vice President’s Corner**, the **Secretary’s Report**, and **Committee News**. However, we felt it was important to include all the reports in this issue as a way to archive our activities for the year. This issue’s **Commentary** was submitted by this year’s Division A Dissertation Award winner. **Division A Bylaws** were adopted by the membership during the recent annual meeting in Chicago and are identified as “Approved April 2003” on the Division A Web site.

The listing of **officers and committee chairs for 2002-2003** appears on page 18 because we want to acknowledge and thank the volunteers for their time and efforts in making this year a success! Please contact Patrick Forsyth (forsytp@okstate.edu) if you wish to volunteer or become involved in Division A activities for the 2003-2004 year.

COMMENTARY: Teacher Learning—A Community of Practice Perspective

Susan M. Printy
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Editors' Note: Susan Printy was recognized as the 2002 Dissertation Award recipient during the Division's annual meeting in Chicago in April 2003. This Commentary is based upon her dissertation, which she completed at Ohio State University with guidance from Helen Marks.

Improving the quality of teachers in schools is a keystone to educational improvement. New and veteran teachers alike need to enhance their content knowledge and pedagogical skills, but they must also examine, and often change, their underlying attitudes, beliefs, and values about the nature of knowledge and the abilities of students. Recent policy documents advocate that teachers learn together, through a process of collaborative inquiry, in communities of practice (Interstate New Teacher Assessment and Support Consortium, 1992; National Board for Professional Teaching Standards, 1994).

Developmental efforts centered on communities of practice encourage the collective solving of specific problems of practice and the sharing of knowledge. With colleagues, teachers struggle with the uncertainties of their profession. Through these interactions, teachers shape their practice: They determine what the purpose of their joint work is, they come to understand what activities are valued, and they establish social norms for relationships between members (Wenger, 1998).

"Community of Practice": A Neutral Term

The term, "community of practice," suggests that teachers who work, or practice, together always constitute a tightly-bonded social group. In fact, research on schools has shown this not to be the case, particularly in high schools (Huberman, 1993; Louis, Marks, & Kruse, 1996; Siskin, 1994). While the term suggests the possibility of increased productivity or effectiveness and communities of practice may be vehicles for improvement, they have a full range of other organizational impacts. For example, they can perpetuate stereotypes, prejudice, and destructive

practices as much as they can result in productive change and innovation (McLaughlin & Talbert, 2001; Wenger, 1998).

Communities of practice are distinguished by their purpose, activities, and social relations (Wenger, 1998). The purpose of a community might continually be to test and refine shared understandings of the way in which students learn and the pedagogical techniques that best help them learn. The range of activities could include instruction and related issues, such as developing and aligning curriculum, planning assessment, selecting textbooks and materials, and setting policy (e.g., homework or student discipline). Social norms would assure that all members of the community have access to the resources of the community.

On the other hand, the purpose of a community of practice might be to maintain traditional disciplinary views of how students learn and how instruction should be organized (Stodolsky & Grossman, 1995). Because the normative social relations between members regulate the extent to which teachers' participate in valued community activities, particular teachers might have more opportunities to engage in those activities than others. For instance, in high school departmental communities of practice, it is often the case that certain teachers are privileged with select courses or ability tracks (Siskin, 1994).

Characteristics of Productive Communities of Practice

As a result of such differences, it is important to understand the kind of community participation that enhances teachers' knowledge, dispositions and skills—what might be termed *productive participation*. High school teachers generally find their most salient community of practice in their subject departments. According to social learning theory (Wenger, 1998), members of a

community of practice develop expertise through participation as they move from peripheral to central positions in the community. Participating in the range of activities in the department, teachers refine their pedagogical skills and develop content knowledge. Further, organizational theory suggests that teachers who enjoy rich interactions with school members outside of their subject departments are exposed to beliefs and practices that challenge their departmental norms (March & Olsen, 1976; Scott & Cohen, 1995). Such interactions are occasions for learning.

Results of a Quantitative Study

It is possible, then, that teachers' interactions with school members outside of the department, in concert with full participation within the department, might result in changes in their beliefs and practices. A recent study of high school mathematics and science teachers' communities of practice found this to be the case (Printy, 2002). High school teachers' membership in communities of practice, to the extent that it represents full participation in valued community activities and interaction with a wide range of colleagues, is significantly related to increases in teacher learning, teacher competence, and teachers' use of standards-based pedagogy. Productive membership encourages teachers to draw on the expertise of their colleagues, to see themselves as capable of teaching students, and to make sense of policy initiatives that challenge their habitual practice.

Importantly, teachers' participation in communities of practice depends on normative influences and on their access to participation. Veteran teachers are core members of productive communities of practice. Mathematics teachers appear to value active community participation, while it appears less important for science teachers. African American teachers and remedial teachers might be excluded from the opportunities for learning that accompany full participation in community activities. Supportive leadership of both the principal and the department chair encourage teachers' participation.

Commentary

While the study shows positive effects of community of practice participation, results indicate that focusing attention on teacher learning within communities of practice will not dramatically change the quality of teachers or the effectiveness of schools. It appears that informal networks of faculty members stabilize formal structures of schooling at the same time that they provide mechanisms for adaptation of those structures in response to uncertainties and local circumstance (Bidwell, 2001). Teachers' communities of practice maintain the institutional understandings associated with mathematics and science even as they enhance teachers' knowledge, modify their beliefs, and increase their use of innovative instructional techniques. In essence, teachers' communities of practice help the school maintain legitimacy while helping teachers adapt, as necessary, in response to external influences.

When teachers are supported by opportunities for participation, encouragement for interaction, and resources for learning, the capacity for communities of practice to bring working, learning, and innovation together engenders a sense of optimism for schools, for teachers, and for students. The learning work of teachers in their communities is complex, and research into understanding its dynamics has only begun. It is an area of inquiry that holds much promise for the future and provides direction for potential leadership initiatives.

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COMMITTEE NEWS

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

The 2002 Dissertation Award A was presented to **Susan Printy** (Michigan State University) for her dissertation, *Communities of Practice: Participation Patterns and Professional Impact for High School Mathematics and Science Teachers*. Susan completed her dissertation at Ohio State University under the supervision of **Helen Marks**. The **Commentary** in this issue of the newsletter (pp. 8-10) is based upon findings from her dissertation.

The two dissertation runner-ups were (a) *Constructing the Role of Instructional Leader: The Mental Models of Urban Elementary School Principals* submitted by **William Ruff** (Arizona State University) who completed his doctorate at the University of Texas at San Antonio and (b) *Bright Students in a Wasteland—The At-Risk*

Gifted: A Qualitative Study of Fourteen Gifted Dropouts completed by **Ann Carper** who earned her doctorate from North Carolina State University.

The Dissertation Awards committee wants to thank again the following scholars for their expedited efforts to review the entries for this year's competition: 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.

Program Committee

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

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

The 2003 Program Committee included five members who chaired sections based upon their expertise: *Leadership* chaired by **Michael Copland** (University of Washington); *School Organization and Effects* chaired by **Carolyn Riehl** (University of North Carolina-Greensboro); *School Improvement* chaired by **Eric Camburn** (University of Michigan); *School Context and Community* chaired by **Terry Orr** (Teachers College at Columbia University); and *Leadership Development* chaired by **Judith Alston** (Bowling Green University)

Recommendations from Section Chairs

- Identify the section chairs before AERA so they can have input into clarifying the section descriptors. The section chairs will be the ones evaluating the fit of submissions for each section. If this were the practice, incoming chairs could meet at AERA to discuss clarification of the sections and division expectations before reviewing submissions in August.
- Clarify section chair roles (e.g., in dealing with cancellations, requests for different time slots, making changes in the program) in terms of follow-up with authors in the months before AERA.

Proposals

Division A received 414 proposal submissions for the 2003 Annual Meeting. These included paper proposals as well as symposia and experimental sessions. About 42 of the submissions were eventually routed to other more appropriate divisions or SIGs. Similarly, other divisions routed a number of proposals into Division A.

The sections reviewed a total of 401 proposals distributed as follows: *Leadership* (N = 136), *School Organization and Effects* (N = 94), *School Improvement* (N = 67), *School Context*

and *Community* (N = 34), and *Leadership Development* (N = 70). Rate of proposal acceptance by category is as follows: Individual paper submissions (53%), Symposia and experimental sessions (47%), and Overall acceptance rate (52%). The acceptance rate was somewhat higher than usual because several SIGs (e.g., Teaching in Educational Administration, Organizational Theory, School Restructuring, International Studies) offered to place more than 20 Division A submissions.

Division A was allocated 66 sessions for the annual meeting and 23 paper discussions. Of the 66 allocated sessions, the committee reserved 6 sessions for the following divisional groups or events and invited presentations: (a) Division A Business Meeting, (b) Graduate Student Meeting, (c) New Member Meeting, (d) International Committee, (e) Invited Address, and (f) Invited Panel Session.

Recommendations for Future Programming

- Improve the section descriptions so that proposals “land” appropriately.
- Two perspectives about proposals in Division A have surfaced: (a) One perspective emphasizes “administration” as the common denominator across sections, while (b) another perspective invites a broadening of the Division mission to include “school organization.”

Reviewers and the Review Process

Calls for reviewers went out over the Division A listserv, in the *Educational Researcher*, and in the Division A newsletter. The TIGER System also recruited reviewers. These avenues yielded about 360 reviewers. Although the committee aimed at sending each submission to at least 3 reviewers, this was not always possible. Moreover, reviewers varied in expertise and in the attention they paid to providing feedback and context for their numerical ratings.

Recommendations for Proposal Review

- Provide a short online training course for reviewers that includes standards for reviewing; this might help improve inter-rater reliability.
- Remind reviewers when they volunteer to include biographical information on their methodological competencies and substantive areas of expertise.
- Reinforce with volunteers that they have a responsibility to be responsive; this includes returning e-mails sent by the section chairs.

Technology

The committee chairs found the TIGER System fairly efficient, but needing improvement in terms of proposal processing and section management.

Recommendations for TIGER System

- Cue reviewers to enter their e-mail address into the system twice to catch typos.
- Provide the program chair with means to access to all proposals for the division—at least to view them.
- Enable section chairs to track proposals that are transferred to other sections or divisions at any stage of the process; chairs need the capability to supply authors with information on the disposition of transferred submissions.
- Build more flexibility into the system to work with the numerical ratings; a function to sort proposals by their ratings would be useful.
- Signal when a refereed submission is accepted by another division or SIG; submissions may be lost in the process if this is not done.
- Allow session pull-outs by section in the electronic schedule; if the new system lacks this capability, perhaps the newsletter could provide such a sorted list.

Program Committee Planning Meeting

The committee chairs convened in Columbus all day Friday, October 11 and Saturday morning, October 12 to plan the program. Working together brought about a sense of team, which came in handy throughout the months of e-mailing back and forth before AERA.

Recommendation for Committee Planning

- The process of negotiating sessions worked fairly well, but it might have been wise to make some rough and negotiable proportional decisions on the allocation of sessions to each section based on the number of submissions the section received.
- Arrange a conference call in August to give a heads up on counts of abstracts, reviewers, etc. because the sections were unbalanced in this regard; it might have been beneficial to have a quick redistribution, particularly of reviewers.

AERA Support

Although AERA was in a leadership transition with a largely new staff taking on the preparations for the annual meeting, the collaborative process was generally smooth. The AERA central team responded quickly to e-mails and phone calls.

AERA held an orientation for the 2003 and 2004 program chairs in Washington, DC on June 1-2. The meeting was useful on several counts: (a) getting acquainted with the association staff and the other chairs; (b) being briefed on the TIGER System and its workings; (c) receiving an overview of the proposal review and decision process; (d) providing input into the planning of the overall annual meeting program. AERA hospitality was outstanding in arranging and conducting the orientation and in hosting a nice dinner to culminate the work session.

The calendar/schedule AERA gives the program chairs is easy to use, and the time frame for accomplishing tasks is more than ample. Although AERA establishes deadlines for accomplishing aspects of the program, they proved very flexible in accommodating the requests of the chairs for changes and various other adjustments right up to the end.

Concluding Comments by Helen Marks

Having the succeeding year's program chair as a committee member is important. **Carolyn Riehl** (University of North Carolina-Greensboro), the 2004 Program Chair, observe the 2003 operation first hand. I shared ongoing developments,

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discussed how AERA handled situations, and considered how various parts of the committee's work might be improved with Carolyn.

I think I can speak for the section chairs in saying that the program committee experience was collegial and professionally gratifying. Cooperation and responsiveness from the Division A Vice-President, Pat Forsyth, the

newsletter editors, and within the Division overall were outstanding.

AERA 2004 Proposals
Submission deadline: August 1
New System for Proposal Submission at
www.aera.net/meeting

Ad Hoc Governance Committee

Martha M. McCarthy, Co-Chair, Indiana University, mccarthy@indiana.edu
Karen Seashore, Co-Chair, University of Minnesota, klouis@umn.edu

The Ad Hoc Governance Committee was established primarily to develop bylaws for Division A intended to (a) make the Division's activities more democratic and transparent and (b) increase the effectiveness and efficiency of the Division's operations. VP Patrick Forsyth asked the following people to serve on this 2002-2003 committee: **Cynthia Gerstl-Pepin** (Georgia State University), **Steven Gross** (Temple University), **Patsy Johnson** (University of Connecticut), **Stephen Lucas** (University of Illinois), **Elizabeth Lugg** (Illinois State University), **Terry Orr** (Teachers College at Columbia University), **Carolyn Riehl** (University of North Carolina-Greensboro), **Dennis Zuelke** (Jacksonville State University), and Co-Chairs **Martha McCarthy** (Indiana University) and **Karen Seashore** (University of Minnesota).

After the committee reviewed and reacted to background materials on our Division's operations and to bylaws from Division I, we progressed through several discussion rounds via e-mail to develop an initial draft of the Division A Bylaws. We gathered for a face-to-face meeting during the 2002 UCEA Convention in Pittsburgh, where we had a very productive session. We reached consensus on most items in our efforts to describe how Division A operates without constraining the officers and committees in addressing needs as they arise.

After the UCEA Convention, we incorporated our notes into a revised draft, which the committee reviewed before Patrick took the proposed Division A Bylaws to the AERA Council meeting for consideration. The Council voiced no objections to our proposal. Patrick worked with the committee co-chairs to complete some final editing before the draft of the bylaws were posted on the Division A Web page for the membership to review. Following an active discussion among members present at the Division A business meeting in Chicago, the membership adopted the bylaws with only minor revisions.

One topic that emerged during the committee's deliberations was a possible name change for Division A. The committee members brainstormed various possibilities, but this activity was beyond the committee's charge, so we forwarded our suggestions to the Division A Executive Committee for consideration.

We want to extend our appreciation to the Governance Committee members who worked conscientiously on the bylaws and to the Division A membership for their thoughtful contributions at the 2003 business meeting in Chicago. The revised Bylaws adopted by the membership are posted on the Division A Web site.

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 Division A/UCEA/LSS Task Force on Developing Research in Educational Leadership had a very positive two-session discussion at AERA in Chicago. The first session was organized as a round table discussion of working papers currently being developed by task force members. The papers discussed were:

- *What Do We Already Know about Successful School Leadership?* **Kenneth Leithwood** (University of Toronto) and **Carolyn Riehl** (University of North Carolina-Greensboro)
- *How Can Leaders Support and Promote Teaching and Learning? New Conceptions of Learning and Leading in Schools* by **Nona Prestine** (Pennsylvania State University) and **Barbara Scott Nelson** (Education Development Center)
- *Research on Teaching and Research on Educational Administration: Building a Bridge.* **Mary Kay Stein** (University of Pittsburgh) and **Jimmy Spillane** (Northwestern University)
- *How Do School Leaders Interpret the Conflicting Accountabilities They Face to Promote Student Learning?* By **William Firestone** (Rutgers University) and **Dorothy Shipps** (Teachers College at Columbia University)
- *Schools and Communities as Contexts for Learning? New Directions for Educational Leadership* by **Mary Driscoll** (New York University) and **Ellen Goldring** (Vanderbilt University)
- *How Can Educational Leaders Promote and Support Social Justice and Democratic Community* by **Gail Furman** (Washington State University) and **Carolyn Shields** (University of British Columbia)
- *How Can Initiatives in Workforce Development Help Ensure Strong Educational Leadership?* by **Mark Smylie** (University of Illinois-Chicago) and **Al Bennett** (Roosevelt University)

Participants had time to participate in two of the table discussions. Most tables were filled to overflowing, and the discussion at each was extremely lively. Many thanks to all who attended and participated!

In the second session, commentaries on the papers were offered by **Annemarie Palincsar** (University of Michigan), **Karen Seashore** (University of Minnesota), and **Betty Hale** (Institute for Educational Leadership). Each commentator put the papers in a larger perspective of educational leadership research and practice and the improvement of teaching and learning. While they thought the collection was strong, they offered many useful insights for strengthening the papers and developing a stronger research agenda. Many thanks to our three discussants for their careful reading and insightful comments!

The draft papers are currently available at <http://www.cepa.gse.rutgers.edu/DivisionA.htm>. The task force anticipates finishing all papers and disseminating them broadly before the end of the academic year

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

This report summarizes the findings of an online survey conducted by the Ad Hoc

Communications Committee. The survey was administered from March 15, 2003 to April 8, 2003. Participants were solicited generally through the Division A listserv and the Spring 2003 newsletter as well as through personal contacts by Division A officers. A total of 92 persons responded to the survey, which represents 11.3% of the 811 individuals enrolled in the Division A listserv and 6.1% of Division A's overall membership of 1,517. Although the respondent pool represents a small portion of the overall listserv and Division memberships, the survey results are notable in five regards:

1. The vast majority of respondents found Division A communications to be useful: 95% said the newsletter was "useful" or "very useful" and 94% said the same for the listserv. Assessments of the Division A Web site were slightly less positive: approximately 15% of the respondents considered the Division Web site "useless."
2. Most respondents felt that the frequency of communications for the Division listserv and newsletter were "just right." One-fifth of the respondents perceived that the newsletter was "not frequent enough," and one-fourth of respondents said the same for the listserv.
3. Survey respondents were generally satisfied with current Division A communications mechanisms. For example, 85% of respondents said that they were "satisfied" or "very satisfied" with the Division A newsletter. Percentages for the listserv and Web site were 81% and 77%, respectively. When asked to compare Division A communications with those of other divisions, 59% said they were the "same" or "better." Another 32% reported that they

"didn't know," while only 9% reported that they were "worse."

4. A solid 33% of the respondents said that they were "less likely" to read the Division newsletter now delivered electronically compared to when it was in print and mailed out. Similarly, 33% reported that they are more likely to print out the newsletter on paper and read it than to read the newsletter on their computer screen.
5. Nearly 60% of respondents said that they would be interested in seeing more articles in the Division newsletter. Nearly 75% reported that they would be interested in Division A providing ongoing, online threaded discussions on particular topics, perhaps with invited guests. Respondents were less interested in scheduled, online chats or in additional, topically-themed e-mail listservs; however, reported interest in both these membership interactions was over 40%.

Respondents also made a number of comments about and suggestions for improving Division A communications. These and other findings are available in the complete report, which will be made available at the Division A Web site.

Based on these survey findings, the committee recommends three actions for the future:

- Examine ways to increase the accessibility of the online version of the Division newsletter for individuals who are less likely to read it compared to when it was in print.
- Pilot additional communications mechanisms to target respondents' expressed interests.
- Continue to examine the survey data, especially from the free-response items, to guide additional recommendations for improvement in Division A communications.

ANNOUNCEMENTS

Call for Publication Submissions: *Mentoring & Tutoring*

Mentoring & Tutoring seeks manuscripts from Division A members for possible publication. According to the new editor, Carol Mullen (University of South Florida), the journal has changed and thus seeks two types of submissions. "Mentoring" (as understood from multiple lenses and within different contexts) will be continued, with pieces published both inside and outside of education. "New directions" will emphasize such orientations as critical theory, arts-based inquiry, social justice, multiculturalism and diversity, constructivism, spirituality, feminism, and more. The journal also plans to become increasingly international in its representation of countries, perspectives, and issues covered.

Manuscripts, feature articles, commentaries, or book reviews on the topic of mentoring or on topics that have clear connections to and implications for mentorship are sought. These works can be developed using interpretive or traditional approaches to preservice teacher education, inservice teaching, preservice or inservice leadership, drama education, higher education, adult education, distance learning, and more. Additionally, prospecti for special issues of the journal can be submitted to the editor for review by the editorial board.

A complimentary sample copy of the journal and notes to authors are available at <http://www.tandf.co.uk/journals/carfax/13611267.html> and <http://www.taylorandfrancis.com/> or send a copy of an abstract or a paper (maximum 30 pages) for a "preview" prior to possible external review to Carol Mullen via e-mail (cmullen@coedu.usf.edu) or regular mail (DELPS, University of South Florida, 4202 E. Fowler Ave., EDU162, Tampa, FL 33620-5650). For additional information, contact the *M&T* Editorial Assistant, Carol A. Burg, via e-mail (cburg@helios.acomp.usf.edu) or phone (813-974-1288).

Call for Humorous Tales: *School Administrator*

The *School Administrator* welcomes contributions from professors of educational administration in various ways. Author guidelines and a monthly list of editorial themes for the first half of 2004 are accessible on the magazine's Web site (www.aasa.org/publications/SA). The magazine especially encourages short humorous anecdotes relating to the teaching of graduate courses or the work of professors in schools of education for its back-page department, "Leadership Lite." Samples of past "Leadership Lite" pages may be requested from the editor via e-mail (magazine@aasa.org) or mail (Jay P. Goldman, Editor, *School Administrator*, 1801 N. Moore St., Arlington, VA 22209).

Conference on "Brown Plus Fifty"

New York University is hosting a three-day conference on social justice, May 17-19, 2004. Mark your calendars! More information will appear in Division A newsletters next year. Contact the Division A 2003 Affirmative Action Committee Chair, **Joan Poliner Shapiro** (Temple University) via email (naoj@astro.temple.edu) or the Vice Chair, Cynthia Gerstl-Pepin (Georgia State University) via email (cgerstip@zoo.uvm.edu) for most current information about the conference.

**Do you have an announcement for Division A members?
Contact the Editors to have it included in next newsletter!**

FUTURE ISSUES

Material for the next issue of the newsletter is requested by **September 10** (a month later than the originally published deadline). Please make note that Editor **Rod Muth** has a new e-mail address: rodney.muth@cudenver.edu

Submission and Publication Schedule

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

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

Many thanks to all the Division A volunteers for 2002-2003!

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Contact Patrick Forsyth if you wish to volunteer next year!