MINNESOTA 2023

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UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION

A Call to Action: Imagining a Hard Reset in Educational Leadership

37th Annual Convention of the University Council for Educational Administration

November 16-18
Minneapolis, Minnesota

The 37th Annual UCEA Convention
November 16–18, 2023
Hyatt Regency Minneapolis
Minneapolis, Minnesota
#UCEA23

MINNESOTA 2023

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UNIVERSITY COUNCIL
FOR EDUCATIONAL
ADMINISTRATION

A Call to Action: Imagining a Hard Reset in Educational Leadership

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University Council for Educational Administration
College of Education
Michigan State University
www.ucea.org

2023 Sponsors

In the 37 years that UCEA has held its convention, many institutions have served as generous sponsors and exhibitors. These cooperative endeavors created a more dynamic relationship between UCEA and those institutions and organizations. UCEA acknowledges the substantive contributions that the following sponsors and exhibitors have made to this year's convention. We greatly appreciate their support and continuing endorsement.

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University Council for Educational Administration
College of Education
Michigan State University
620 Farm Lane, 431 Erickson Hall
East Lansing, MI 48824

ucea@msu.edu

www.ucea.org

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Program design by Jennifer Ellen Cook
UCEA2023 logo design by Kprecia Ambers

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UCEA Executive Director Welcome

Dear UCEA Familia,

Adelante UCEA,
Mónica Byrne-Jiménez
Executive Director

DRAFT ONLY

UNDER CONSTRUCTION

Sept. 25

UCEA President Welcome

Greetings conventioneers! Welcome to the 37th Annual Convention of the University Council of Educational Administration in Minneapolis, the "city of lakes." Gathering as a guest on land that has been home to the Dakota and Anishinaabe people, it's important to acknowledge the Indigenous groups on whose territory we live, learn, and work.

This year's convention theme "A Call to Action: Imagining a Hard Reset in Educational Leadership" offers the opportunity to gather in the spirit of reflection, specifically about a "hard reset" in education and schools. This idea, which originated as a call to action from Gloria Ladson-Billings, invites rethinking education and schools. For our purposes, we are also invited to reimagine educational leadership with respect to research, policy, practice, and preparation. The 2023 Convention Program Committee created the annual program. Led by UCEA President-Elect Lisa Bass (North Carolina State University), this leadership team includes Zorka Karanxha (University of South Florida), Darrius Stanley (University of Minnesota), Daniel Moraguez (Florida State University), Mario Jackson (North Carolina State University), and Karl Gildner (UCEA Events Manager). The UCEA Executive Committee and Headquarters wish to express how truly grateful we are for their work throughout the year.

As we convene in November 2023 to present, listen, discuss, network, and socialize, we'll be sharing knowledge and reflecting in ways that resonate with the convention theme. The planning committee has introduced a new initiative, talking circles, in keeping with their attention on "radical care" in times of racial and other inequities for imagining a hard reset of educational systems. At the convention, we are being granted the time and space to situate our work and selves within the current times in which we live. How might we operationalize "an ethic of radical care" in our gathering spaces and on behalf of our constituents and vulnerable populations more generally?

I wholeheartedly invite you to join us at our events, including break times. Take the time to meet new people and attend as many sessions of interest as possible while enjoying the city's highlights. We are also excited about engaging in mentorship, professional development, and fellowship events that promote a sense of belonging and contribute to making UCEA an academic home. I'm personally eager to participate in as many activities as possible and greet our new graduate students and faculty, as well as visit with friends. Our momentous synergies will no doubt continue to build UCEA's prominence as an equity-oriented organization and legacy while making a profound difference to those whom we serve.

I want to give a shout out to our newest member institutions while recognizing those that have been contributing to UCEA's mission year after year. I also want to thank our Plenary Session Representatives (PSRs) for their dedication and commitment to the Plenum, in particular to our intensive Equity Self-Study process. It has been guiding our transformative organizational work for several years now. The Executive Committee has approached this work as a labor of love, making important contributions to the mission as well as carrying out many work tasks.

Lastly, I just want to say that it has been an honor to serve as your UCEA president this past year. I'm personally grateful for the support, time, and consideration given to me by our strong and enduring community. We'll see you at the event and thanks for coming to it. May your time in Minneapolis be enjoyable and rewarding.

In synergy,
Carol A. Mullen, Virginia Tech
UCEA President, 2022–2023

DRAFT ONLY

UNDER CONSTRUCTION

Sept. 26

Vision, Mission, Aims, & Values

University Council for Educational Administration

Quality Leadership Matters

UCEA Values

UCEA is a community of learners that values:
- Learning and social development for ALL children
- Contributions of educational leaders to the success of all children
- Systematic inquiry that is relevant, integral, and essential to the success of children, schools, and school leaders
- Quality and excellence in the preparation of school leaders and professors
- Collaboration with schools, other educational and service agencies, and professional organizations
- Professional community, collegiality, and respect for diverse perspectives
- Educational and social policy that positively support the learning and development of all children
- Diversity, equity, and social justice in all educational organizations

UCEA Vision

UCEA is a community of scholars committed to the improvement of leadership and policy that supports the learning and development of ALL children. UCEA actively initiates and leads educational reform efforts through its high-quality research and preparation programs. UCEA institutions work collaboratively with schools and educational agencies to positively influence local, state, and national educational policy. UCEA constantly questions and reevaluates its practice and beliefs to ensure its effectiveness and relevance.

UCEA Goals

UCEA is a consortium of research/doctoral-granting institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and children. In realizing this purpose, we:

- Promote, sponsor, and disseminate research on the essential problems of schooling and leadership practice
- Improve the preparation and professional development of educational leaders and professors
- Positively influence local, state, and national educational policy

UCEA Committees & Staff

THE 2022-23 UCEA EXECUTIVE COMMITTEE

Carol A. Mullen, President
Virginia Tech

Lisa Bass, President-Elect
North Carolina State University

David DeMatthews, Secretary/Treasurer
University of Texas at Austin

Karen Stansberry Beard
Ohio State University

Shelby Cosner
University of Illinois at Chicago

Kofi Lomotey
Western Carolina University

Sarah Woulfin
University of Texas at Austin

Jiangang Xia
University of Nebraska–Lincoln

Irene Yoon
University of Utah

Ex-officio:
Mónica Byrne-Jiménez
Executive Director, UCEA
Michigan State University

2023 Convention Planning Committee

Lisa Bass, North Carolina State University
Zorka Karanxha, University of South Florida
Darrius Stanley, University of Minnesota
Daniel Moraguez, Florida State University
Mario Jackson, North Carolina State University
Karl Gildner, UCEA

UCEA Staff

Mónica Byrne-Jiménez, Executive Director
Jerome Graham, Headquarters Associate Co-Director
John Yun, Headquarters Associate Co-Director
DeMarcus Jenkins, Associate Co-Director of Graduate Student Development
Chris Willis, Associate Co-Director of Graduate Student Development
Jayson Richardson, Associate Director of Program Centers
Jennifer Ng, Associate Director for Faculty Development
Chad Lochmiller, Associate Director for Policy & Advocacy
Maysaa Barakat, Associate Director for International Initiatives

Chris Thelen-Creps, Policy & Outreach Coordinator
Karl Gildner, Project & Events Manager
Ruth Norris, Office Coordinator
Jennifer E. Cook, Publications & Communications Editor
Pei-Ling Lee, Webmaster
Talgat Bainazarov, Graduate Assistant
Yi-Chih Chiang, Graduate Assistant
Dasmen Richards, Graduate Assistant
Emma Taylor, Graduate Assistant
Zhamilya Yessirkepova, Graduate Assistant
Ruth Boamah-Agyekum, Graduate Assistant
Andii Layton, Graduate Assistant
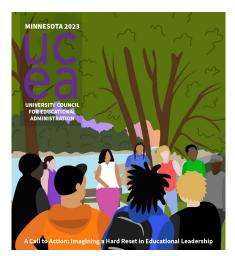Yashi Ye, Graduate Assistant

Thank you to all proposal reviewers for your time and dedication
to UCEA and the field of educational leadership and policy.

UCEA Convention Theme

A Call to Action: Imagining a Hard Reset in Educational Leadership

The 37th annual UCEA Convention theme is an opportunity to share and coconstruct knowledge, reflect, and react. We are reminded daily that we continue to live in unprecedented times. Our current social and political conditions are coming together to create a storm of uncertainty, fear, and doubt in many, which are manifesting as a mental health crisis, a social political crisis, and economic upheaval. These conditions trickle down into U.S. school systems and show up as underperforming inequitable schools. To extend the metaphor of a *hard reset*, we consider how a reset is used in technology. Systems are *reset* when they crash or are clogged. In short, a phone or a computer may reach a point where it is no longer operational and must be shut off and restarted. We see this connection to the current state of our nation and education systems. We have come to a point where systems are no longer functioning. We suggest that scholars consider our state and adjust policies, practices, procedures, and dispositions to position school systems and students for success.

We must consider how we will survive and thrive during the continuing COVID-19 pandemic, times of racial inequity and inequalities, and controversial political times in which our most basic freedoms are threatened. A reimagined *normal* should disrupt the status quo and minimize the vulnerabilities, especially those that affect our most historically underserved and marginalized students. We conceptualize a *hard reset* as acknowledging the sociopolitical times in which we live and all of the extant issues that we currently face and adjusting our policies, behaviors and dispositions to match the needs of the constituents we serve. Specifically, we acknowledge the political challenges that are beginning to affect equitable educational policies in multiple states. We acknowledge the mental health crisis, the challenges amplified by the COVID-19 crisis, and the general lack of well-being felt by students and faculty at large. *A hard reset for educational leadership also calls for our field to move away from oppressive policies and practices by partnering and centering cultures of our students and youth, parents, and communities we serve.*

A Call to Action: Imagining a Hard Reset in Educational Leadership

Convention Logo: About the Artist

The 2023 Convention logo is by Kprecia (Ka-pre-sha) Ambers, an artist hailing from Minneapolis, Minnesota. She is the proud owner of Kp Inspires, a digital illustration studio dedicated to spreading inspiration and encouragement through art and products. Her intention with Kp Inspires is to create a central space that celebrates representation and amplifies messages of resilience. She is renowned for her lively portrait art and has contributed to numerous projects such as publications, home decor, packaging, and advertising campaigns. Through her art, she expresses her deep interest in Black history, photography, and language. She takes great pleasure in bringing words to life and using vibrant color and movement to convey and evoke positive emotions. Ultimately, her dream is to have her artwork applied and displayed worldwide, connecting with audiences and spreading love.

About the 2023 UCEA Convention

The 2023 Convention Program provides a complete list of all presentations, registration information, hotel information, and general information regarding UCEA. Each session is listed with a title, a room assignment (or virtual), presentation time, and the list of presenters. UCEA has developed an accompanying website for the convention where participants can find information on session types, program updates, and more. See **www. ucea.org** under Convention. All times are Central.

REGISTRATION

Participation in the Convention requires registration. Registration is available in advance and at the event on Floor 2: Greenway Promenade near Greenway Ballroom.

NAME BADGES

Name badges, received at registration, are required for all sessions and events.

DISPLAY OF ANNOUNCEMENTS

A table in the Exhibit area has been made available for you to display announcements, reports, and other publications from your institution.

INTERNET

Basic Internet is complimentary in all of the meeting areas.
Network: xxxxxx   Password: UCEA23 [not case sesitive]

LACTATION ROOM

To support nursing mothers, UCEA will have a lactation room on Floor 2: Hennepin. Keys to the lactation room will be available at the UCEA registration desk on Floor 2: Greenway Promenade.

MEDITATION ROOM

Floor 2: Hiawatha is a dedicated quiet room for meditation, prayer, and yoga. Please reduce noise when in the area of this room. Bring your own yoga mat.

GENDER-NEUTRAL RESTROOMS

Gender-neutral restrooms are located on the Main Level near Grant room and Level 2 near Minnehahah room.

ONLINE PROGRAM & MOBILE APP

View the online version of the program at
http://www.ucea.org/conference/convention-program/
and be sure to download the Whova mobile app to view the agenda, access livestream sessions, connect with other attendees and much more.

UCEA ANNUAL BANQUET

The 2023 Annual Banquet will be held Saturday, November 18, 7:00 to 10:00 pm at Mill City Museum, 704 S 2nd St. The evening's festivities will include dinner and a live performance from Chase and Ovation, the world's tribute band to the Music of Prince. Wear purple and come ready to have fun. Motorcoach transportation will be provided. Coaches will depart between 6:30 and 6:45 pm from the hotel lobby. Ticketed event.

2023 Events at a Glance

All times are Central

MONDAY Nov. 13

9:00 am–5:00 pm	UCEA Executive Committee Meeting

TUESDAY Nov. 14

9:00 am–5:00 pm	UCEA Executive Committee Meeting

WEDNESDAY Nov. 15

9:00–11:45 am	UCEA Executive Committee Meeting
11:00 am–5:00 pm	*Registration Desk open*
12:00–6:10 pm	Graduate Student Summit (GSS *registration required*)
6:30–7:30 pm	Plenum & Graduate Student Reception

THURSDAY Nov. 16

7:30 am–5:30 pm	*Registration Desk open*
8:00–8:50 am	Jackson Scholars Network Research Convocation
8:00–11:45 am	UCEA Plenary Session
9:00–9:50 am	Graduate Student Summit Feedback Sessions (*GSS registration required*)
9:00–11:50 am	Convention sessions
	UCEA/BELMAS Research Collaboration: The International School Leadership Development Network
9:00–11:50 am	Jackson Scholars Network Research Symposium
11:00–11:50 am	Julie Laible Memorial Session for New UCEA Jackson Scholars
12:00–1:30 pm	UCEA Awards Luncheon
1:45–3:15 pm	General Session I: Mitstifer Lecture: Gloria Ladson-Billings
3:45–6:30 pm	Convention sessions
7:00–8:30 pm	Reception in Honor of UCEA Past Presidents

FRIDAY Nov. 17

7:30 am–3:00 pm	*Registration Desk open*
8:00–9:10 am	Convention Sessions
9:20–10:30 am	NEW! Community of Caring
10:40–11:50 am	General Session II: UCEA–Wallace Town Hall: Growing Organizational Equity-Focused Coalitions
11:50 am–1:20 pm	*Break*
1:20–5:10 pm	Convention sessions
5:30–6:45 pm	General Session III: UCEA Presidential Address: Carol A. Mullen

| 7:00–8:00 pm | UCEA Barbara L. Jackson Scholars Recognition Ceremony |
| 8:00–9:00 pm | UCEA Barbara L. Jackson Scholars Network Reception |

SATURDAY Nov. 18

7:30 am–1:00 pm	*Registration Desk open*
8:00–9:10 am	Convention sessions
9:20–10:30 am	NEW! Community of Advocacy
10:40–11:50 am	Convention sessions
11:50 am–1:20 pm	*Break*
1:20–3:50 pm	Convention sessions
2:40–3:50 pm	UCEA Art Salon
4:00–5:15 pm	Convention sessions
7:00–10:00 pm	UCEA Annual Banquet *(ticketed)*

Special Events

All general sessions will be livestreamed for all registered attendees to view.

059. 2023 UCEA Awards Luncheon
Thursday Nov. 16   12:00 to 1:30 pm
Ticketed Event   Minneapolis: Floor 2 - North Star A & B

Sponsored by The Wallace Foundation, this luncheon was established to honor the recipients of UCEA Awards. The UCEA Awards focus on contributions to scholarship, teaching, student development, and the improvement of educational leadership preparation and practice. For a full list of current and past UCEA award winners, please see the section later in the program or the UCEA website: www.ucea.org/opportunity_category/awards

060. General Session I: Mitstifer Lecture: Gloria Ladson-Billings
Thursday Nov. 16   1:45 to 3:15 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet A-C

Are You 'One of Them Ones?' Leading the Education Reset. While devastating to our economy, our day-to-day relationships, and to education as we knew it, the COVID pandemic also presented us with some unique opportunities to reset and rethink how we might do education. However, many education leaders are consumed with returning to "normal" and maintaining the status quo. This talk reminds us to not squander the window of opportunity to lead in ways that are different, better, and designed for a new generation of learners and thinkers.

094. Reception in Honor of UCEA Past Presidents
Thursday Nov. 16   7:00 to 8:30 pm
Hyatt Regency Minneapolis: Floor 2 – Northwoods

UCEA Executive Director Mónica Byrne-Jiménez and Immediate Past President Carol A. Mullen welcome all UCEA participants to the Convention Opening Reception and extend a special welcome to those faculty from new UCEA member institutions. The Convention Opening Reception was established in honor of the contributions made to the field and the UCEA consortium by UCEA's past presidents. See the end of the program for a list of UCEA past presidents.

NEW! UCEA is happy to announce a Convention innovation. This year, we are only hosting three general sessions (two keynotes and one town hall) instead of our usual five general sessions. We have "repurposed" the remaining two general session slots to strengthen community focus, networking, and skill building. There will be fewer concurrent sessions during these timeslots so that faculty can attend specifically selected sessions or use the time for other research and development. The first of these is on Community of Caring (Sessions 111-118) and the second is Community of Activism (Sessions 189–196**).**

111–118. NEW! Community of Caring
Friday Nov. 17   9:20 to 10:30 am
Hyatt Regency Minneapolis, Greenway A–H

Even before COVID, we were beginning to feel the strain from an increasingly demanding and dehumanizing world. As we juggle the responsibilities of work and family with navigating political vitriol and racial divisions, we are left exhausted. COVID exacerbated this. Even now we are still adjusting to an existence where COVID is a permanent part of our shared reality. Issues of balance and self-care have dominated much of popular culture as the antidote to all this. We strive to find ways of achieving greater balance and self-care. In some ways, this has led to even more isolation from the communities and habits that have sustained us over time. Our radical care-inspired sessions will serve as a space of hope in uncertain times and focus on re/connecting

with ourselves, our colleagues, and our field. We will begin in a large group and then break out into smaller groups to engage in healing conversations that will rekindle our commitments to what drives us—our centers of gravity—and what brings us joy. "Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare." – Audre Lorde, *A Burst of Light*

Session Options: Introduction, International/Global Scholars/Students, Leadership Love Letters, LGBTQ+, Men of Color, New/Junior Faculty, Senior Faculty, and Women of Color

121. General Session II: UCEA–Wallace Town Hall: Growing Organizational Equity-Focused Coalitions

Friday Nov. 17   10:40 to 11:50 am
Hyatt Regency Minneapolis: Floor 1 - Nicollet A-C

Equity. Social justice. Antiracism … words that continue to be contested terrain in classrooms, communities, and governing boards across the country, in both pK-12 and higher education settings. Leaders at all levels are facing challenges about how to lead and what to lead towards. Whether it is book bans, the dismantling of DEI efforts or the end of affirmative action, we know that across the country school, district, and higher education leaders are feeling intense pressures to respond to the myriad of political and social forces that distract them from their core mission to educate each and every student. This current context is undermining the work of educational leaders, those who prepare them for leadership, and those who support them across their professional trajectories. Increasingly, it is becoming important to strengthen personal relationships, deepen professional networks, and build organizational coalitions that allow all of us to meet these challenges in strategic and comprehensive ways. In this Town Hall, UCEA invites several members of the Wallace Educational Leadership Network (ELN) to talk about their organizational perspective/experiences advancing the leadership for equitable and socially just schools. This conversation will extend into developing (a) a cohesive strategy for furthering equity oriented educational leadership and (b) lasting organizational partners that further our individual mission and vision. Facilitators are L. Earl Franks, National Association of Elementary School Principals, and Mónica Byrne-Jiménez, Michigan State University. Sponsored by The Wallace Foundation.

170. General Session III: UCEA Presidential Address by Carol A. Mullen

Friday Nov. 17   5:30 to 6:45 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet A-C

Speaking of Allyship—It's Time to Leap Together in Educational Leadership. UCEA President Carol A. Mullen, PhD, is a professor in the Educational Leadership and Policy Studies Program at Virginia Tech. An interdisciplinary researcher, she is a two-time Fulbright Scholar who studies global issues in education and leadership with a focus on social justice and equity. Her recent books include Handbook of Social Justice Interventions in Education (Springer) and The Risky Business of Education Policy (Routledge). Her alma mater, the University of Toronto, honored her with the 2020 Leaders and Legends Excellence Award, and she is the proud recipient of UCEA's 2022 Master Professor Award and 2016 Jay D. Scribner Mentoring Award. A graduate mentor, Carol has completed over 33 PhD/EdD advisees and 48 as a committee member, as well as master's students. She is past-president of the International Council of Professors of Educational Leadership and Society of Professors of Education, in addition to former editor of Mentoring & Tutoring. Carol focuses on improving education by building capacity for leadership and professional development in schools and academia. Topics include pedagogy, mentoring, collaboration, policy, and creativity from critical perspectives. One stream of this work centers allyship in education to promote a socially just world that is equitable and safe.

189–196. NEW! Community of Advocacy

Saturday Nov. 18   9:20 to 10:30 am

Hyatt Regency Minneapolis: Greenway A–H

Faculty are being pressed from many sides to become more active in issues that are affecting both pK-12 and higher education. Most of these issues cross both educational systems and have repercussions on how we are preparing educational leaders and what we are preparing them for. Recent policy and legislation efforts to limit what is learned, who is learning, and how it is learned—from the banning of books to the striking down of affirmative action—determine what is happening in all educational settings, even as the impact of these is felt disparately across the country. This work session is designed for those who want to take on greater activism building on existing academic skills. Creating—and communicating—a "message" that reaches wider audiences while maintaining intellectual integrity is at the core of effective advocacy. Session leaders will share their experiences in news media, social media, and organizing and will take participants through a series of exercises to hone their skills.

Session options: Blogs/Vlogs, Community/Grassroots Organizing, Legal, Op Eds, Podcasts, Policy Briefs, Redefining Allyship, and Youth Leadership

265. UCEA Annual Banquet

Saturday Nov. 18   7:00 to 10:00 pm

Mill City Museum, 704 S. 2nd St., Minneapolis 55401

The 2023 Annual Banquet will be held at Mill City Museum, 704 S 2nd St. The evening's festivities will include dinner and a live performance from Chase and Ovation, the world's tribute band to the Music of Prince. Wear purple and come ready to have fun. Motorcoach transportation will be provided. Coaches will depart between 6:30 and 6:45 pm from the hotel lobby. Ticketed event.

UCEA Member Institutions

Arizona State University
Auburn University
Ball State University
Bank Street College
Boston College
Bowling Green State
  University
Brigham Young University
California State Polytechnic
  University, Pomona
California State University,
  Sacramento
California State University,
  Stanislaus
Chapman University
Clemson University
College of William & Mary
Duquesne University
East Carolina University
Eastern Michigan
  University
Florida Atlantic University
Florida State University
Fordham University
George Mason University
The George Washington
  University
Georgia State University
Hofstra University
Howard University
Illinois State University
Indiana University
Indiana University–Purdue
  University Indianapolis
Iowa State University
Kansas State University
Kennesaw State University
Lehigh University
Louisiana State University
Loyola Marymount
  University
Miami University of Ohio
Michigan State University
New Mexico State
  University
New York University
North Carolina State
  University
Northern Illinois University
Ohio State University
Oklahoma State University
Old Dominion University

Pennsylvania State
  University
Portland State University
Purdue University
Rowan University
Rutgers University
Sam Houston State
  University
San Diego State University
St. John's University
St. Louis University
Southern Illinois University
  Edwardsville
Southern Methodist
  University
Stephen F. Austin State
  University
Teachers College,
  Columbia University
Temple University
Tennessee State University
Texas A&M University
Texas Christian University
Texas State University
Texas Tech University
University at Buffalo,
  SUNY
University of Alabama
University of Arizona
University of Arkansas
University of California,
  Berkeley
University of Connecticut
University of Dayton
University of Delaware
University of Denver
University of Florida
University of Georgia
University of Houston
University of Illinois at
  Chicago
University of Illinois at
  Urbana-Champaign
University of Iowa
University of Kansas
University of Kentucky
University of Louisville
University of Maryland
University of Michigan
University of Minnesota
University of Missouri–
  Columbia

University of Nebraska–
  Lincoln
University of New Mexico
University of North
  Carolina at Chapel Hill
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  Carolina at Charlotte
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  Austin
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  Paso
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  Antonio
University of Texas at Tyler
University of Texas Rio
  Grande Valley
University of Toledo
University of Utah
University of Virginia
University of Washington
University of Wisconsin–
  Madison
University of Wisconsin–
  Milwaukee
Vanderbilt University
Virginia Commonwealth
  University
Virginia Tech
Washington State
  University
Wayne State University
Western Carolina
  University

UCEA SIG & Program Center Sessions

THURSDAY Nov. 16

| 9:00–11:50 am | 036. | Researcher Development Program Presentations and Orientation |

FRIDAY Nov. 17

| 4:00–5:10 pm | 168. | Leadership for Social Justice SIG |
| | 169. | The Center for the Study of Leadership in Urban Schools |

SATURDAY Nov. 18

8:00–9:10 am	186.	Center for the International Study of School Leadership
	187.	Women Leading in Education SIG
	188.	Attitudes and Practices of Rural Educators That Dismantle Systemic Inequity
10:40–11:50 am	212.	CSLEE: Articulating the Reset Agenda for Research in Educational Leadership Ethics and Values
	213.	CASTLE Session: What Professors and Students Should Know About ChatGPT and AI
	215.	Learning and Teaching in Educational Leadership Executive Committee SIG
12:00–1:10 pm	216.	UCEA Program Center Directors Meeting (closed session)
	217.	CSLEE Awards Luncheon and Grad Student Posters
1:20–2:30 pm	230.	CSLEE: Values and Ethics of the Hard Reset: Educational Leadership in Time of Conflict, Stress, and Precarity
	231.	UCEA Center for the International Study of School Leadership: Leading Schools Through the Pandemic and Beyond
2:40–3:50 pm	247.	Center for the Advanced Study of Technology Leadership in Education
4:00–5:10 pm	263.	UCEA's Center for Urban School Leadership: Partnering to Co-Construct Leadership Preparation Programs

UCEA Welcomes New Members

UCEA welcomes new members and institutions who have moved from associate membership to full membership this year:

E EASTERN MICHIGAN UNIVERSITY

International Sessions

THURSDAY Nov. 16

9:00–11:50 am   026.   UCEA/BELMAS Research Collaboration: The International School Leadership Development Network

3:45–5:00 pm   064.   International Perspectives on School Leadership

FRIDAY Nov. 17

9:20–10:30 am   112.   Community of Caring: International/Global Scholars/ Students

1:20–2:30 pm   127.   International Student Perspectives and Experiences in American Schools

2:40–3:50 pm   147.   Principal Leadership Success Amidst Contemporary Complexities and Layers of Influence: International Perspectives

    149.   Networking Rural Research–Practice Partnerships: An Exploratory International Study

4:00–5:10 pm   157.   International and Refugee Students Navigating U.S. (Educational) Contexts

SATURDAY Nov. 18

8:00–9:10 am   177.   International Leadership Perspectives

    184.   What Motivates Students to Pursue the EdD?

Wallace Foundation Sponsored Events

Over the last 23 years, The Wallace Foundation has invested significant resources in educational leadership preparation, research, and policy. UCEA has been a partner to the Foundation, seeking ways to leverage important research and development activities within higher education. This year at the UCEA Convention, The Wallace Foundation is sponsoring the following events; all UCEA Convention participants are invited to join.

THURSDAY Nov. 16

12:00–1:30 pm   059.   UCEA Awards Luncheon

FRIDAY Nov. 17

10:40–11:50 am   121.   General Session II: UCEA–Wallace Town Hall: Growing Organizational Equity-Focused Coalitions

For additional information about The Wallace Foundation and supported research, please visit wallacefoundation.org

Workshops

THURSDAY Nov. 16

9:00–11:50 am	026.	UCEA/BELMAS Research Collaboration: The International School Leadership Development Network
	027.	From Entry to Endgame: Rethinking Onboarding in Online Doctoral Programs
10:00–11:50 am	040.	Dealing With an Uncertain Sociopolitical Landscape: Mentoring to Support Early-Career Faculty Success
3:45–5:00 pm	069.	Principles of Equity in Assessment Design: Resetting How We Think About Educational Assessment Paradigms
5:15–6:30 pm	085.	Organizing and Implementing Competency-Based Advanced Leadership Preparation for Principals

FRIDAY Nov. 17

8:00–9:10 am	104.	Empathy as an Approach to Equity-Focused Continuous Improvement
1:20–2:30 pm	130.	Incorporating Trauma-Informed Leadership Practices Into Educational Leadership Courses
2:40–3:50 pm	146.	Scholarship Reconsidered in Educational Leadership: A Workshop for Developing Guidelines to Evaluate Scholarship of Engagement

SATURDAY Nov. 18

2:40–4:40 pm	198.	Resetting Clinical Practice Through Powerful Learning Experiences (PLEs): Designing Field-Based Learning for Disruption
2:40–3:50 pm	249.	UCEA Art Salon
4:00–5:10 pm	264.	Attending to the "We" Through "Me": An Embodied, Strategy-Sharing Workshop

Graduate Student Summit

WEDNESDAY Nov. 15   *Requires GSS registration*

12:00–12:50 pm	004. Graduate Student Summit (GSS) Opening General Session
1:00–2:10 pm	005. Critical Conversations About Race and Gender
	006. Culturally Responsive and Inclusive Schools
	007. Educator Preparation and Development
	008. International Perspectives on Successful Principals and Schools
	009. Social Justice Leadership in Shifting School Contexts
	010. Voices, Perspectives, and Stories of Marginalized Groups
2:20–3:30 pm	011. Culturally Responsive School Leadership
	012. District-Level Factors Influencing Student Success
	013. Sensemaking and Organizational Learning
	014. Student Learning, Motivation, and Cognitive Development
	015. Teacher Accountability and Evaluation Methods
	016. Teachers Leading for Social Justice
3:40–4:50 pm	017. Ignite: Understanding Our Communities and Students
	018. Developing Partnership to Promote Equity
	019. Activating Educational Justice Across the PreK-20 Continuum: Synergistic Investigations in Action
	020. Ignite! Rethinking Policies and Common Narratives
	021. Ignite! Visions for Education
5:00–6:10 pm	022. GSS: Roundtable Session:
	022-2. Cultivating Cultural Diversity
	022-3. Equitable Analysis Opportunities
	022-4. Inclusive Leadership for Equitable Schools
	022-5. Leadership and Training for New Directions
	022-6. Leadership for Equitable Learning
	022-7. Policy, School Reform, and Equity
	022-8. School Leaders and Well-Being
	022-9. Teaching and Leadership for Socially Just Schools
6:30–7:30 pm	023. Plenum and Graduate Student Reception

THURSDAY Nov. 16

9:00–9:50 am	028. GSS Feedback Session A (Sessions 1–3)
	029. GSS Feedback Session B (Sessions 4–6)
	030. GSS Feedback Session C (Sessions 7–9)
	031. GSS Feedback Session D (Sessions 10–12)
	032. GSS Feedback Session E (Sessions 13–15)
	039. GSS Feedback Session F (Sessions 16–17)

Jackson Scholars Network

UCEA welcomes the new 2023–2025 Barbara L. Jackson Scholars. Jackson Scholars are urged to register for the Graduate Student Summit.

2023–2025 Jackson Scholars Cohort

Kelly Berry, Kansas State University
Esther Bothwell, Sam Houston State University
Jesse Bullock, Texas Tech University
Brandon Cheeks, Kansas State University
Amber Clark, Sam Houston State University
Margaret Dawson-Amoah, University of Southern California
Darren "Dee" Dubose, Michigan State University
Kristen Elliott, University of Southern California
Avery Hartwell, Sam Houston State University
Camille Austin Henderson, Texas Christian University
Joanna Joaquin, Rutgers University
Xiaonan Jiang, Florida State University
Debra Jones, Ohio State University
Alvin Makori, University of Southern California
Analisa Martinez-Morris, University of Denver
Yaribel Mercedes, Teachers College, Columbia University
Gisele Morgan, Rutgers University
Isaiah Moore, Virginia Commonwealth University

Diego Mureno, University of North Carolina at Greensboro
Kaitlin Ogden, University of Texas at Austin
Soon-young Oh, Michigan State University
Melissa Ann Olivarez-Metzger, University of Texas at San Antonio
Sophia Piral, University of Missouri
Zainab Qaabid, North Carolina State University
Rashaun Reid, Duquesne University
Jarell Routt, Texas State University
Kiana Smith, University of Washington
Tiffany Tan, University of Florida
Erik Torres, Sam Houston State University
Eric Uriegas, University of Texas at San Antonio
Melissa Virrueta, University of California, Berkeley
April Wade, Duquesne University
Janikka Winfree, Eastern Michigan University
Munube Zeynep Yilmaz, Texas State University
Huaiyue (Lavender) Zhang, University of Alabama
Rong Zhang, University of Alabama
Xinyi Zhong, University of Washington

2022–2024 Jackson Scholars Cohort

Hanan Almiladi, Illinois State University
Amogh Basavaraj, Florida State University
Dalphne Bell, University at Buffalo, SUNY
Johnnetta Bell, Wayne State University
Aliya Bizhanova, Michigan State University
Jewel Bourne, University of Illinois at Urbana-Champaign
Tamiah Brevard-Rodriguez, Rutgers University
Melia Brown, Pennsylvania State University
Troy Brown, Bowling Green State University
Jessica Leila Carranza, University of Southern California
Yi-Chih Chiang, Michigan State University
Kimberly Clarida, University of Texas at Austin
Isabel Clay, University of Southern California
Melanie Daniel, Old Dominion University
Carl Donovan Greer, University of Wisconsin–Madison
Kelley Glover, Texas State University
Arlene Godwin, Auburn University
Deonte Iverson, University of Wisconsin–Madison
Mario Jackson, North Carolina State University
Sheeba Jacob, Loyola Marymount University
Kia Johnson, Loyola Marymount University
Cara Jones, Texas Christian University
Paul Koh, East Carolina University
Melanie Lockett, Auburn University
Ebony Love, Texas Christian University
Latrice Marianno, University of Delaware
Symone McCollum, Texas A&M University

April Mouton, Texas State University
Simone Ngongi-Lukula, University of Washington
Jenn Nguyen, University of Washington
Desiree O'Neal, University of Southern California
Florencio Olguin, New Mexico State University
Andrea O'Sullivan, University of South Florida
Seijoon Park, University of Missouri
Ruby Pham-Stuart, University of Houston
Beulah Rangel, University of Texas Rio Grande Valley
Alana Raybon, University of Denver
Dasmen Richards, Michigan State University
Jason Richardson, Rutgers University
Maritza Salazar, University of Southern California
Olavé Sebastien, Duquesne University
Finune Shaibi, University at Buffalo, SUNY
Dre'Sha Singleton, North Carolina State University
Janet Solis Rodriguez, University of Texas at Austin
Andrea O'Sullivan, University of South Florida
Ash Taylor-Beierl, Virginia Commonwealth University
DeAnne Tucker-White, Illinois State University
LaVaughn Wesley, Duquesne University
Anthony White, University at Buffalo, SUNY
Chance Wideman, Duquesne University

Jackson Scholars Network Research Symposium

THURSDAY Nov. 16

8:00–8:50 am	024. Jackson Scholars Network Convocation

9:00–9:50 am **JSN Research Symposium Presentations:**
033. Session 1 - Policy/Reform/Planning
034. Session 2 - Educational Leaders' Experiences
035. Session 3 - K-12 Belonging
037. Session 4 - Special Education and ELL/MLL
038. Session 5 - Principals

10:00–10:50 am **JSN Research Symposium Presentations:**
041. Session 6 - Women & Girls of Color
042. Session 7 - Higher Education
043. Session 8 - Community Engagement
044. Session 9 - Intersectional Racialized Experiences & Power
045. Session 10 - Teacher Quality/Leadership/Development
046. Session 11 - Critical Perspectives in Educational Leadership

JSN Mentor Feedback:
047. Feedback Session 1 – Policy/Reform/Planning
048. Feedback Session 2 – Educational Leaders' Experiences
049. Feedback Session 3 – K-12 Belonging
050. Feedback Session 4 – Special Education and ELL/MLL
051. Feedback Session 5 – Principals

11:00–11:50 am **JSN Mentor Feedback:**
052. Feedback Session 6 – Women & Girls of Color
053. Feedback Session 7 – Higher Education
054. Feedback Session 8 – Community Engagement
055. Feedback Session 9 – Intersectional Racialized Experiences & Power
056. Feedback Session 10 – Teacher Quality/Leadership/Development
057. Feedback Session 11 – Critical Perspectives in Educational Leadership

11:00–11:50 am 058. Julie Laible Memorial Session for New UCEA Jackson Scholars

FRIDAY Nov. 17

7:00–8:00 pm 171. UCEA Barbara L. Jackson Scholars Recognition Ceremony

8:00–9:00 pm 172. UCEA Barbara L. Jackson Scholars Network Reception

UCEA Plenary Session Representatives

UCEA Plenary Session Representatives (PSRs) serve an important function for their respective institutions and for UCEA. PSRs provide a link between institutions and UCEA, serve as a major part of the electorate for Executive Committee members, determine their institutions' contribution to UCEA's mission, and can serve as a catalyst for many UCEA activities.

Arizona State University: Carrie Sampson
Auburn University: Ellen Reames
Ball State University: Nicholas Elam
Bank Street College: Anthony Conelli
Boston College: Raquel Muñiz
Bowling Green State University: Kristina LaVenia
Brigham Young University: David Boren
California State Polytechnic University, Pomona: Betty Alford
California State University, Sacramento: Lisa S. Romero
California State University, Stanislaus: Anthony Johnson
Chapman University: Kris De Pedro
Clemson University: Jacquelyn Williams
College of William and Mary: Reginald Wilkerson
Duquesne University: Liliana E. Castrellón
East Carolina University: Matthew Militello
Eastern Michigan University: Davis Clement
Florida Atlantic University: Pat Maslin-Ostrowski
Florida State University: Christopher Small
Fordham University: Elizabeth Stosich
George Mason University: Seth Hunter
George Washington University: Jennifer Clayton
Georgia State University: Yinying Wang
Hofstra University: Eustace Thompson
Howard University: Shawn Joseph
Illinois State University: Linsay DeMartino
Indiana University: Chad Lochmiller
Indiana University-Purdue University Indianapolis: Brendan Maxcy
Iowa State University: Douglas Wieczorek
Kansas State University: Grace J. Liang
Kennesaw State University: Sheryl Croft
Lehigh University: Floyd D. Beachum
Louisiana State University: Carlos Lee
Loyola Marymount University: Manuel Ponce
Miami University of Ohio: Erica Fernández

Michigan State University: Jada Phelps-Moultrie
New Mexico State University: Pamela Gray
New York University: Kris DeFilippis
North Carolina State University: Tim Drake
Northern Illinois University: Teresa Wasonga
Ohio State University: Dustin Miller
Oklahoma State University: Jentre Olsen
Old Dominion University: Meagan Richard
Pennsylvania State University: Tiffany Squires
Portland State University: Deborah Peterson
Purdue University: Alice Johnson
Rowan University: Margaret Thornton
Rutgers University: Jamel Adkins-Sharif
Sam Houston State University: Cynthia Martinez-Garcia
San Diego State University: Jennifer Karnopp
Southern Illinois University Edwardsville: Alison Reeves
Southern Methodist University: Alexandra Pavlakis
St. John's University: Stephen Kotok
St. Louis University: Jody Wood
Stephen F. Austin State University: Summer Pannell
Teachers College, Columbia University: Sonya Douglass Horsford
Temple University: John Hall
Tennessee State University: Pamela Tanner
Texas A&M University: Daniel Bowen
Texas Christian University: Miriam Ezzani
Texas State University: Melissa Ann Martinez
Texas Tech: Vanessa De Leon
University at Buffalo, SUNY: Melinda Lemke
University of Alabama: Jingping Sun
University of Arizona: Melanie Bertrand
University of Arkansas: Alison Wilson
University of California, Berkeley: Jabari Mahiri
University of Connecticut: Jennie Weiner
University of Dayton: Corinne Brion
University of Delaware: Lauren Bailes

University of Denver: Erin Anderson
University of Florida: Christopher Redding
University of Georgia: Jami Berry
University of Houston: Detra Johnson
University of Illinois at Chicago: Jason Salisbury
University of Illinois at Urbana-Champaign: Osly Flores
University of Iowa: Leslie Locke
University of Kansas: Bryan Mann
University of Kentucky: Amanda U. Potterton
University of Louisville: W. Kyle Ingle
University of Maryland: Christine Marie Neumerski
University of Michigan: Chris Torres
University of Minnesota: Darrius A. Stanley
University of Missouri–Columbia: Se Woong Lee
University of Nebraska–Lincoln: Sarah Zuckerman
University of New Mexico: William "Toby" Holmes
University of North Carolina at Chapel Hill: Martinette Venable Horner
University of North Carolina at Greensboro: Tiffanie Lewis-Durham
University of North Texas: Lok-Sze Wong
University of Northern Colorado: Amie Cieminski
University of Oklahoma: Timothy Ford
University of Oregon: Keith Hollenbeck

University of Pennsylvania: Kathy Rho
University of Pittsburgh: Tom Ralston
University of South Carolina: Kathleen Cunningham
University of South Florida: Zorka Karanxha
University of Southern California: Julie Marsh
University of Tennessee at Knoxville: Rachel White
University of Texas at Arlington: Joel Leader
University of Texas at Austin: Debra Cantu
University of Texas at El Paso: Isela Pena
University of Texas at San Antonio: Juan Manuel Niño
University of Texas at Tyler: Forrest Kaiser
University of Texas Rio Grande Valley: Fred Guerra
University of Toledo: Randall Vesely
University of Utah: Laura Rogers
University of Virginia: David Eddy Spicer
University of Washington: Jessica Rigby
University of Wisconsin–Madison: Mollie McQuillan
University of Wisconsin–Milwaukee: Leigh Ellen Wallace
Vanderbilt University: Marisa Cannata
Virginia Commonwealth University: Andrene Castro
Virginia Tech: Charles Lowery
Washington State University: Kristin Huggins
Wayne State University: Erica Edwards
Western Carolina University: Emily Virtue

Graduate Student Council

2021–2024 Representatives
Cara Jones, Texas Christian University
Jeana Partin, University of Tennessee, Knoxville
Nathan Tanner, University of Illinois at Urbana-Champaign

2022–2025 Representatives
Caroline Bartlett, Michigan State University
Mario Jackson, North Carolina State University
Dave Osworth, University of South Carolina
Jeffrey Wooten, Virginia Commonwealth University

2023–2026 Representatives
Annie Gensterblum, Michigan State University
Benjamin Lebovitz, University of Wisconsin–Madison
Dayna Muñziz, Temple University
Johnathon Jerman, University of Tennessee at Knoxville

UCEA
GRADUATE
STUDENT
COUNCIL

All times are Central

Monday Nov. 13

001. UCEA Executive Committee Meeting - Day 1
Meeting
9:00 am to 5:00 pm
Hyatt Regency Minneapolis: Floor 2 - Regency

Tuesday Nov. 14

002. UCEA Executive Committee Meeting - Day 2
Meeting
9:00 am to 5:00 pm
Hyatt Regency Minneapolis: Floor 2 - Regency

Wednesday Nov. 15

003. UCEA Executive Committee Meeting - Day 3
Meeting
9:00 to 11:45 am
Hyatt Regency Minneapolis: Floor 2 - Regency

GRADUATE **S**TUDENT **S**UMMIT

Registration for the Graduate Student Summit (GSS) and the Jackson Scholars Network Research Symposium must be completed prior to the Convention. Registrants who pick up materials also will receive all Convention items.

004. Graduate Student Summit Opening General Session
Special Session
12:00 to 12:50 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet A-C

005. Critical Conversations About Race and Gender
Graduate Student Summit
Graduate Student Paper Session
1:00 to 2:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway F
Participants:

Communities on Campus: Student Protest and Community Participation at the University of Minnesota. Christopher Getowicz, University of Illinois at Urbana-Champaign

Education Access for Adult Women: Challenges That Black Nontraditional Women Face as They Enter Postsecondary Education. Rachel Anna Kamnkhwani, University of Denver; Naomi Mpata, N/A

Rural Female Principal Burnout and Structural Discrimination: Rural Communities and the Principalship as Gendered Organizations. Sam Butler, University of Nebraska–Lincoln

The Absence of African American Female Faculty in Tenured Roles at Predominantly White Institutions. Stephanie Dione Smith, Southern Nazarene University
Facilitator:
   David G. Martinez, University of South Carolina

006. Culturally Responsive and Inclusive Schools
Graduate Student Summit
Graduate Student Paper Session
1:00 to 2:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway G
Participants:

GSS: ESL/Bilingual Teachers as de Facto School Administrators in Low-Incidence Schools. Emma Taylor, Michigan State University

Other People's Teachers: Culturally Responsive Teachers at Four Urban Majority Black Schools. Tekoa Jane Hill, University of Oklahoma

Secondary School Band Directors Modeling Servant Leadership In Education: Qualitative Case Study. Jeffrey Scott McCoy, Southern Nazarene University

The Role of Teachers in Supporting Academic Resilience for Diverse Student Populations. Youngsun Lee, University of Maryland; Joyce C. Koo, University of Maryland

Facilitator:
   Pamela A. Angelle, University of Tennessee at Knoxville

007. Educator Preparation and Development
Graduate Student Summit
Graduate Student Paper Session
1:00 to 2:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway H
Participants:

Examining Secondary STEM Yearlong Residencies During a Pilot Year: Implications for Future Staffing Models. Amanda Campos, Texas Tech University

Professional Growth or Administrator Burnout: Examination of Ohio Principal Experiences With the Principal Evaluation System. Katie T Reynolds, University of Dayton

Teacher Preparation and Qualification Reforms in India. Amogh Basavaraj, Florida State University

What Novice Teacher Mentoring Can Tell Us About Teacher Leadership Development: An Exploratory Case Study. Joy Esboldt, University of California, Berkeley

Facilitator:
   TBD

008. International Perspectives on Successful Principals and Schools
Graduate Student Summit
Graduate Student Paper Session
1:00 to 2:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway I
Participants:

A Review of Distributed Leadership Studies in Taiwan's Public K-12 Schools. Yi-jung Wu, University of Wisconsin–Madison

Global Perspectives on School Success. Huaiyue Zhang, University of Alabama; Ting Huang, University of Alabama; Rong Zhang, University of Alabama

Using Qualitative Meta-Analysis to Explore Personal Qualities of Successful Principals in Seven Countries. Ting Huang, University of Alabama; Huaiyue Zhang, University of Alabama; Rong Zhang, University of Alabama

How to Lead the School to Success: Evidence From Seven Countries. Rong Zhang, University of Alabama

Facilitator:
   Jayson W. Richardson, University of Denver

009. Social Justice Leadership in Shifting School Contexts
Graduate Student Summit
Graduate Student Paper Session
1:00 to 2:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway J
Participants:

Building More Substantively Inclusive Schools for Students Labeled With Disabilities. Brittany Stahlman, University of Minnesota

Capturing School Quality Affectively: Queer Perspectives on the 5Essentials Student Survey. Andrew

Stein, Northwestern University

Critical School Leadership and the Racial-Discipline Gap: Leading for Racial Justice Purpose and Research Questions. Conor Scott, Rutgers University

Principals' Ethical Decision-making Processes Related to Student Cyberbullying. Jeana Partin, University of Tennessee at Knoxville

Facilitator:
    TBD

010. Voices, Perspectives, and Stories of Marginalized Groups
Graduate Student Summit
Graduate Student Paper Session
1:00 to 2:10 pm
Hyatt Regency Minneapolis: Floor 2 - Skyway A
Participants:

A Collective Testimonio From the New Latinx South on K-12 Educational Opportunity. Rubén Antonio Sánchez Hernández, The University of Hong Kong

Chartering a Spatially Just and Equitable Rural Education Research Agenda: American Indian and Alaskan Native Perspectives. Kelly Duane Berry, Kansas State University; Alex Red Corn, Kansas State University

Student Voice in Culturally Responsive Schools. Denise Sudan, University of North Texas

The Power of Stories and Testimonios: Learning From Latina Leaders in Education. Daisy A. Torres, University of Connecticut

Facilitator:
    TBD

011. Culturally Responsive School Leadership
Graduate Student Summit
Graduate Student Paper Session
2:20 to 3:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway F
Participants:

Investigating Multicultural Education and Leadership Practices in a South Korean Context: A Qualitative Approach. Soon-young Oh, Michigan State University

Leaders for Emergent Bilingual Students: Socially Just, Culturally Responsive Resilient Principals. Kimberly Scroggins Harmon, Texas Christian University

The Connection Between Culturally Responsive School Leadership and Digital Leadership. Kafarra Q. L. Burden, University of North Texas

The Instructional Coach: An Essential Role in Leading Culturally Responsive Instruction in Schools. Alexis Dionta' Miller, University of North Texas

Facilitator:
    TBD

012. District-Level Factors Influencing Student Success
Graduate Student Summit
Graduate Student Paper Session
2:20 to 3:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway G
Participants:

Closing the Feedback Loop From District to Classroom. Rebecca Lynne Taylor, N/A; Leslie Trail, Rutherford County Schools; Maria Johnson, Murfreesboro City Schools

Institutionalizing Care in Schools: Toward a Theory of Process Metrics in PK-12 Education. Andrew Stein, Northwestern University

"They're Not Letting the Children Breathe": Policy Discourses and Texas's Takeover of Houston ISD. Daniel Dawer, University of Texas at Austin

Turnover and the Superintendency: A Systematic Review of the Literature From 2012–2022. Johnathon Jerman, University of Tennessee at Knoxville

Facilitator:
   Miriam D. Ezzani, Texas Christian University

013. Sensemaking and Organizational Learning
Graduate Student Summit
Graduate Student Paper Session
2:20 to 3:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway H
Participants:

Conceptions of Sensemaking and Educational Leadership/ Andrea M. O'Sullivan, University of South Florida

Facilitating Organizational Learning Through Collaborative Curriculum Development: The Role of External Experts in Curriculum Reform. Yi-Chih Chiang, Michigan State University

Organizational Capacity and Constraints for School Equity: Teacher Leaders Organizing for School Integration. Talia Leibovitz, University of California, Berkeley; Joy Esboldt, University of California, Berkeley

Sensemaking as an Interdisciplinary Theoretical Framework in Times of Crisis. Jennifer Classen, Pennsylvania State University

Facilitator:
   TBD

014. Student Learning, Motivation, and Cognitive Development
Graduate Student Summit
Graduate Student Paper Session
2:20 to 3:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway I
Participants:

A Quantitative Quasi-Experimental Study on Adverse Childhood Experiences (ACEs) in the Black Community. Ophelia Jatta, Southern Nazarene University

Do Siblings Make a Difference? The Impacts of Siblings on Cognitive Development. Xue Gong, University of Wisconsin–Madison

Pathways to Student Achievement on a Microlevel: A Pilot Study. Marilyn B. Keller, Texas A&M University, Corpus Christi

Student Motivation in a Learning Center in South Korea: A Case Study. Younglong "Rachel" Kim, Oklahoma State University; Katherine Curry, Oklahoma State University; Ashlyn Fiegener, Oklahoma State University

Facilitator:
   Jerome Graham, Michigan State University

015. Teacher Accountability and Evaluation Methods
Graduate Student Summit
Graduate Student Paper Session
2:20 to 3:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway J

Participants:

Reviewing Factors That Shaped a Group of Teachers' Understanding of the Utility of Student Course Evaluations. Eileen Bouffard, University of Connecticut

Specific Learning Disability Identification Consistency Among Multidisciplinary Evaluation Team Members. Janeia Vorderkunz, Baylor University

Teacher assignment patterns: How accountability sensitivity is moderated by community racial identity. Kathryn James McGraw, Vanderbilt University

Variability and Discretion in Secondary Teacher Gradebooks. Kenneth J. Daly, University of Connecticut

Facilitator:
   TBD

016. Teachers Leading for Social Justice
Graduate Student Summit
Graduate Student Paper Session
2:20 to 3:30 pm
Hyatt Regency Minneapolis: Floor 2 - Skyway A
Participants:

Are Culturally Relevant Practices the Key to Addressing Disproportionality of African American Males in Special Education? Tameka Arnold, Wayne State University

A Socio-ecological Model of Teacher Collaboration for a Hard Reset: Integrating Teacher Agency and Teacher Leadership. Meveryn Chua, College of William and Mary

Deconstructing White Supremacy in Education: Unveiling Teacher Agency for Antiracist Institutional Transformation. Sarah Clancey, University of Washington; Brett Baldauf, University of Washington; Lindsey Kaiser, N/A

Other People's Teachers: Characteristics of Culturally Responsive Teachers. Tekoa Jane Hill, University of Oklahoma

Facilitator:
   TBD

017. Ignite: Understanding Our Communities and Students
Graduate Student Summit
Graduate Student Ignite Session
3:40 to 4:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway F
Participants:

Centering Culturally and Linguistically Diverse Counterstories in Social Media. Veronica Moreno Clack, University of North Texas; Daniel Diaz-Alcaraz, N/A

Denver's Sounds of Blackness. April Jaunte Mouton, Texas State University

Rural Schooling and Pedagogies of Place. Anna Huston Nation, University of Minnesota

Facilitator:
   TBD

018. Developing Partnership to Promote Equity
Graduate Student Summit
Graduate Student Paper Session
3:40 to 4:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway G
Participants:

COVID-19, Well-Being, Equity, and Promoting Social Good Through School–University Tutoring Collaborations: A Qualitative Evaluation Approach. Monique Saastamoinen, University of North Carolina at Greensboro

District Science Instructional Leaders Unpacking White Supremacy's Role in Science. Sarah Clancey, University of Washington

Partnerships for Equity: School Leaders' Experiences With Antiracist Professional Learning. Kaitlin Zisa, Montclair State University; David Osworth, University of South Carolina; Patricia Virella, Montclair State University

Facilitator:
   Erin Anderson, University of Denver

019. Activating Educational Justice Across the PreK-20 Continuum: Synergistic Investigations in Action

Graduate Student Summit
Symposium
3:40 to 4:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway H

This symposium advances an integrated, multi-informant understanding of the design and early outcomes of an EdD program reimagined in hopes of creating synergistic investigations into pressing equity dilemmas spanning the PreK-20 continuum. Following an overview of the EdD's liberatory design principles, doctoral candidates will share emerging findings from their dissertation studies, focusing on two aspects of system leadership for intersectional equity, each explored once from a PreK-12 lens and again within the higher education context.

Participants:

Shifting High School Teacher Leader Beliefs About Tracking. Tyler Graff, N/A

Unjust Equations: Operationalizing Equity in Admissions. Olufemi Ogundele, N/A

Women of Color Superintendents: Risk and Resilience Factors. Tu Moua Carroz, University of California, Berkeley

Critical Feminist Perspectives on LGBTQ+ Community College Presidents of Color. Samuel Santos, Jr., University of California, Berkeley

Facilitator:
   Lihi Rosenthal, University of California, Berkeley

020. Ignite! Rethinking Policies and Common Narratives

Graduate Student Summit
Graduate Student Ignite Session
3:40 to 4:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway I

Participants:

Breaking the Myth of "Learning Loss": A Community-Engaged Photovoice Research. Naichen Zhao, University of Denver

"On the Basis of Sex": Title IX and Athletic Discrimination Against Trans and Nonbinary Youth. Benjamin Lebovitz, University of Wisconsin-Madison

Practice-Based Perspectives on Educational Change: Exploring the Role of the Middle Tier During Policy Implementation. Isabel Margarita Nunez Carbullanca, University of Toronto

"School Sucks!" A Qualitative Intervention at a North Texas Middle School. Jonathan Thorn, Texas Christian University

Facilitator:
   TBD

021. Ignite! Visions for Education
Graduate Student Summit
Graduate Student Ignite Session
3:40 to 4:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway J
Participants:

Censorship in Higher Education: An Examination of Policies Targeting Critical Race Theory and DEI. Michaela Pernetti, University of Texas at Austin

Effectiveness of Motivation-Based Interventions on Teachers' Intent to Stay: An Improvement Science Approach. Danielle Lorraine Hughes, Baylor University

Gender Inequality in Higher Education Worldwide. Pinyi Wang, University of Florida

School Counselor–Principal Collaboration: Perceptions of Principal Preparation. Candace M. Doak, Auburn University
Facilitator:
   Scott McLeod, University of Colorado Denver

022. Graduate Student Summit: Roundtable Session
Roundtable Session
5:00 to 6:10 pm
Hyatt Regency Minneapolis: Floor 2 - North Star B

022-2. Cultivating Cultural Diversity

Participants:

Becoming Culturally Responsive and Sustaining School Principals. Zhamilya Yessirkepova, Michigan State University; Talgat Bainazarov, Michigan State University

Lost in Translation: Middle School Math Teachers' Experiences Educating Students Identified as English Learners. Kristina Walshe, California State University, Long Beach

Ontario Principals' Support for Refugee Students in Public Education. Bushra Mairaj, Western University

The Racialization of AAPI Educators and Potential for Collective Resilience: An AsianCrit Framework Analysis. Mai Xi Lee, University of California, Berkeley; Quennie Dong, University of California, Berkeley
Facilitator:
   Meredith Lea Wronowski, University of Dayton

22-3. Equitable Analysis Opportunities

Participants:

Culturally Responsive Teaching Practices in Heterogeneous Grouped Mathematics Classes. Julie Joanne Rush, Baylor University

The Impact of Metacognitive and Noncognitive Skill Assessment on Postsecondary Outcomes. Cristina Peter, University of Toronto

Tracking the Endorsements: An Analysis of Texas High School Students' Course-Taking Behavior. Hadiza Mohammed, University of Texas at Austin
Facilitator:
   Rachel Sue White, University of Tennessee at Knoxville

022-4. Inclusive Leadership for Equitable Schools

Participants:
A Case Study: A Principal's Sensemaking of Black and Latinx Student Voices in School-Level Decisions.

Jennifer Nicole Jarrett, North Carolina State University

Building to the Future: Examining School District Retention Strategies for Educators of Color. Steven M. Autieri, University of Connecticut

Gender Bias in the K-12 Superintendency: Female Leaders Navigating Male-Dominated Sectors. Theresa Bartholomew, Pennsylvania State University

Transfuturist Framework for Education: Reimagining "Success" for Trans and Nonbinary Students in K-12 Schools. SJ Hemmerich, University of Wisconsin–Madison

Facilitator:
   Ethan Chang, University of Hawai'i at Manoa

022-5. Leadership and Training for New Directions

Participants:

Exploring Michigan Principals' Data Use Experiences. Bakhyt Amirkhanuly Zhumatay, Michigan State University

Faculty's and Graduates' Perceptions of Their Leadership Program's Preparation With Skills to Navigate Difficult Conversations. Tatiana Kurochkina, University of North Texas

Investigating the Challenges of Educational Leadership Preparation. Mohammed Alqahtani, University of South Florida; Charles Vanover, University of South Florida

"Zombies in a Room" Perceptions of Veteran Teachers and How They Want to Develop Professionally. Ryan M. Broderick, University of Connecticut

Facilitator:
   TBD

022-6. Leadership for Equitable Learning

Participants:

Exploring Nigerian Teachers' Perception on Game-Based Learning. Clement Audu Oguns, N/A; Dominic Egure, Oklahoma State University; Kolawole Michael Afolabi, Oklahoma State University

Novel Professional Development for Educators: ECHO Education. Nigeria Dominic Egure, Oklahoma State University; Kolawole Michael Afolabi, Oklahoma State University

The Impact of Distributed Leadership on Educational Environment: Literature Review. Naila Peken, University of South Florida; Ajara Mahmoud, N/A; Gunel Alasgarova, N/A

To Iterate: School Principal's Reflective Capacity for Educational Justice. Melissa Cournia, N/A

Facilitator:
   TBD

022-7. Policy, School Reform, and Equity

Participants:

The Credit Recovery Expereince at HPHS. Jason Richardson, Rutgers University

The Impact of English Language Proficiency on Math Achievement. Xue Gong, University of Wisconsin–Madison

What Should Schools Aim for? Exploring Midwest Parents' Perspectives. Victor Francisco Escalona-Aldana, University of Wisconsin–Madison

Facilitator:
   TBD

022-8. School Leaders and Well-Being

Participants:

Case Study of Teachers' Well-Being. Dominic Egure, Oklahoma State University; Kolawole Michael Afolabi, Oklahoma State University

Educator Perceptions of Adult Wellness Policies and Effectiveness. Chanteliese Watson, Michigan State University

Emotions and Sensemaking: An Ethnographic Investigation. Annie Gensterblum, Michigan State University

Reeducating Educators: How Can Creative Writing Supplement Trauma-Informed Care and Teacher Critical Consciousness? Olave Sebastien, Duquesne University

Facilitator:
   TBD

022-9. Teaching and Leadership for Socially Just Schools

Participants:

A Framework for Understanding the Power Structure of Texas Public Schools. Lianne Yang, Texas Christian University

Black Women Teacher Attrition Decisions. Regina L. Seabrook, University of Minnesota

Culturally Responsive School Leadership: A Comparative Case Study of IB schools in London and Toronto. Ruth Tate, University of Toronto

Facilitator:
   TBD

023. Plenum and Graduate Student Reception
UCEA Convention
Reception
6:30 to 7:30 pm
Hyatt Regency Minneapolis: Floor 2 - North Star A

Thursday Nov. 16

024. Jackson Scholars Network Research Convocation
UCEA Convention
Special Session
8:00 to 8:50 am
Hyatt Regency Minneapolis: Floor 1 - Nicollet A-C

025. UCEA Plenary Session
UCEA Convention
Special Session
8:00 to 11:45 am
Hyatt Regency Minneapolis: Floor 2 - Regency

026. UCEA/BELMAS Research Collaboration: The International School Leadership Development Network
UCEA Convention
Pre-Convention Work Sessions and Workshops
9:00 to 11:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway A

Research team members from the International School Leadership Development Network (ISLDN), an international collaboration between UCEA and the British Educational Leadership, Management and Administration Society (BELMAS), will meet to discuss operating procedures, current projects, and future directions. Teams from around the world will: • Share research designs and findings • Determine future plans and projects • Establish plans for reporting findings at professional conferences • Determine outlets for publishing research findings

Facilitators:
   Jami Royal Berry, University of Georgia
   Christine Forde, University of Glasgow
   Helen Margaret Goode, University of Melbourne
   David Mark Gurr, University of Melbourne
   Suzy Hardie, University of South Carolina
   Ian Potter, BELMAS
   Charles L. Slater, California State University, Long Beach
   Deirdre Torrance, University of Glasgow

027. From Entry to Endgame: Rethinking Onboarding in Online Doctoral Programs
Pre-Convention Work Sessions and Workshops
9:00 to 11:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway B

Onboarding is a crucial process that sets the tone and expectations for online doctoral students' academic journey. In this session, we will show you how to design and implement an effective onboarding process that leverages the Four Cs Framework—Compliance, Clarification, Connection, Culture—to foster student engagement and success. You will learn from our real-world case study and create your own action plan to enhance your program's onboarding process. This session is interactive, immersive, and participant-centered.

Facilitators:

Jeri M. Heileman, University of Arizona
John Beuhring Nash, University of Kentucky
Beth Rous, University of Kentucky

028. GSS Feedback Session A (Sessions 1–3)
Graduate Student Summit
Special Session
9:00 to 9:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway F
Closed Session

029. GSS Feedback Session B (Sessions 4–6)
Graduate Student Summit
Special Session
9:00 to 9:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway G
Closed Session

030. GSS Feedback Session C (Sessions 7–9)
Graduate Student Summit
Special Session
9:00 to 9:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway H
Closed Session

031. GSS Feedback Session D (Sessions 10–12)
Graduate Student Summit
Special Session
9:00 to 9:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway I
Closed Session

032. GSS Feedback Session E (Sessions 13–15)
Graduate Student Summit
Special Session
9:00 to 9:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway J
Closed Session

033. JSN Research Symposium Presentations (Session 1) - Policy/Reform/Planning
Jackson Scholars Network Research Symposium
Paper Session
9:00 to 9:50 am
Hyatt Regency Minneapolis: Floor 1 - Lakeshore A
Participants:
Global and Local Forces in Teacher Policies: The Case of Kazakhstan. Aliya Bizhanova, Michigan State University
Planning for Improvement: Critically Examining School Improvement Planning Policy and its Enactment. Latrice Marianno, University of Delaware
Conceptions of Sensemaking and Educational Leadership. Andrea M. O'Sullivan, University of South

Florida

Creating a Wholistic School Re-entry System. Lavaughn Wesley, Duquesne University

Facilitator:
    TBD

034. JSN Research Symposium Presentations (Session 2) - Educational Leaders' Experiences

Jackson Scholars Network Research Symposium
Paper Session
9:00 to 9:50 am
Hyatt Regency Minneapolis: Floor 1 - Lakeshore B
Participants:

Exploring the Career Pathways and Experiences of Asian American Superintendents. Seijoon Park, University of Missouri

Experiences and Challenges of Arab-American Muslim Women Educational Administrators in P-12 \ Schools in the United States. Hanan Almiladi, Illinois State University

Tempered Radicalism and Epistemic Injustice: Black Female Superintendents in Neoliberal Education Systems. Melanie Fitzgerald Daniel, Old Dominion University

School Leader Implementation of Adult SEL in Marginalized School Settings: A Single Case Study. Alana Raybon, University of Denver

Facilitator:
    TBD

035. JSN Research Symposium Presentations (Session 3) - K-12 Belonging

Jackson Scholars Network Research Symposium
Paper Session
9:00 to 9:50 am
Hyatt Regency Minneapolis: Floor 1 - Lakeshore C
Participants:

Hopeful Places and Healing Spaces: Middle School Teacher Perspectives. Sheeba Jacob, Loyola Marymount University

Navigating Sustainable Systemic and Transformative SEL in K-8 Schools. Melia Brown, Pennsylvania State University

The HPHS Credit Recovery Experience. Jason Richardson, Rutgers University; Katherine Curry, Oklahoma State University

Defining, Disrupting, and Dismantling Criminalizing and Disparate Discipline Practices Toward BIPOC Students: A Transformative Abolitionist Approach. DeAnne J. Tucker-White, Illinois State University

Facilitator:
    TBD

036. Researcher Development Program Presentations and Orientation

UCEA Convention
Pre-Convention Work Sessions and Workshops
9:00 to 11:50 am
Hyatt Regency Minneapolis: Floor 2 - Mirage

The Researcher Development Program (RDP) is a collaboration between the UCEA Graduate Student Council and the AERA Leadership for School Improvement SIG. Through RDP, graduate student mentees work with faculty mentors on a year-long research project. In this annual UCEA session, existing RDP participants will present the projects they have been working on, and incoming RDP participants will meet their collaborators and learn about the program. The session will also include

networking opportunities across the two cohorts. This is an open session for all UCEA attendees who are interested in learning about and supporting RDP.

Facilitators:
    Meghan Buchanan, Texas State University
    Craig De Voto, University of Illinois at Chicago
    Aashna Kurhanaa, Boston College
    Dayna Muñiz, Temple University
    George Panayiotou, University of Southern California
    Kristy Cooper Stein, Michigan State University
    Jeffrey P. Wooten, Virginia Commonwealth University

037. JSN Research Symposium Presentations (Session 4) - Special Education and ELL/ MLL

Jackson Scholars Network Research Symposium
Paper Session
9:00 to 9:50 am
Hyatt Regency Minneapolis: Floor 1 - Nicollet D1
Participants:

[Re]Perspectives: Understanding Experiences, Motivation Behind Special Education Asian American Educators for Social Justice Through Critical Conversations. Jenn Nguyen, University of Washington

Whose Voice Matters? A Case Study Exploring Black, Dis/abled High School Students' Experiences in Education. Deonte Iverson, University of Wisconsin–Madison

Empowering Multilingual Learners in Rural Schools: Strategies for Improving Language Development Programs in Low-Incidence Districts. Kia Viona Johnson, Loyola Marymount University

English Learner Classification and Student Outcomes Using the HSLS of 2009. Isabel Clay, University of Southern California

Facilitator:
    TBD

038. JSN Research Symposium Presentations (Session 5) - Principals

Jackson Scholars Network Research Symposium
Paper Session
9:00 to 9:50 am
Hyatt Regency Minneapolis: Floor 1 - Nicollet D2
Participants:

At Risk, Punished, and Pushed out of School. Beulah Rangel, University of Texas Rio Grande Valley

Uncovering the Black Box: Hiring and Placement of Black Applicants for Principalship Positions in Urban Contexts. Kimberly Clarida, University of Texas at Austin

Principal Preparation for Equity-Oriented School Leaders: An Integrative Review. Mario Jackson, North Carolina State University

Creating Space for Global Majority Leaders in the Field of Educational Leadership for Equity. Pranjali Upadhyay, Washington State University

Facilitator:
    TBD

039. GSS-Feedback Session F (Sessions 16–17)

Graduate Student Summit
Special Session
9:00 to 9:50 am
Hyatt Regency Minneapolis: Floor 2 - Skyway A

Closed Session

040. Dealing With an Uncertain Sociopolitical Landscape: Mentoring to Support Early-Career Faculty Success
UCEA Convention
Pre-Convention Work Sessions and Workshops
10:00 to 11:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway C

This 2-hour workshop will focus on the legal, administrative, and political issues surrounding tenure and promotion for untenured faculty. A group of panelists will share their perspectives on how to successfully weather these ongoing challenges to early-career success. The session also will preview the Educational Leadership and Policy Mentoring Program (ELPMP), which provides mentoring for nontenured faculty and is now in its 3rd year.

Facilitators:
  Bruce Barnett, University of Texas at San Antonio
  Maria Luisa Gonzalez, University of Texas at El Paso
  Frances K. Kochan, Auburn University
  Mariela A. Rodríguez, University of Texas at San Antonio
  Michelle D. Young, University of California, Berkeley

041. JSN Research Symposium Presentations (Session 6) - Women & Girls of Color
Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway F

Participants:

Embracing the Multiplicities of Black Girlhood Through Storying. Dasmen Richards, Michigan State University

Valuing the Voices of Girls of Color. Cara Jones, Texas Christian University

Not My "Last Chance": Exploring the Possible Selves of Chicanas/Latinas at Continuation Schools. Maritza E. Salazar, University of Southern California

The Beauty Performance of Black College Women: A Narrative Inquiry Study. Tamiah N. Brevard-Rodriguez, Rutgers University

Facilitator:
  TBD

042. JSN Research Symposium Presentations (Session 7) - Higher Education
Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway G

Participants:

College Planning: The Motherwork of Low-Income Single Black Mothers. Johnnetta Bell, Wayne State University

Black Women Graduate Students and Digital Interventions. Symone McCollum, Texas A&M University

La Cultura Cura: Exploring How Familismo Influences the College-Going Aspirations of Rural Latina/o/x Students. Florencio Olguin, New Mexico State University

What About Us?: Informing Practice to Improve California Community College Transfer Rates for Black and African American Women. Jewel Amanda Bourne, University of Illinois at Urbana-Champaign

Facilitator:
   TBD

043. JSN Research Symposium Presentations (Session 8) - Community Engagement
Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway H
Participants:

Centering Community Voices in the Study of University–Community Engagement. Ash Taylor-Beierl, Virginia Commonwealth University

The Other Side of the Wall: Supports for Adults Who've Experienced Parental Incarceration. Chance Wideman, Duquesne University

Parents of Justice-Involved Students Speak. Arlene Godwin, Auburn University

Let the Youth Lead: A Critical Ethnographic Case Study. Carl Greer, University of Wisconsin–Madison
Facilitator:
   TBD

044. JSN Research Symposium Presentations (Session 9) - Intersectional Racialized Experiences & Power
Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway I
Participants:

Abandoned Lands: Toward a CRT Pedagogy and Framework for Content Analysis of U.S. History Curriculum. Anthony White II, University at Buffalo, SUNY

Blackness as a Source of Light and Rooting: A Genealogical Participatory Action Study. April Jaunte Mouton, Texas State University

The Inequity of Choice: Black Parents Navigating the School Choice Landscape. Desiree O'Neal, University of Southern California

Educator and Student Relationships in Juvenile Correctional Schools: The Role of Racial Trauma. Leila Carranza, University of Southern California
Facilitator:
   TBD

045. JSN Research Symposium Presentations (Session 10) - Teacher Quality/Leadership/ Development
Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway J
Participants:

Exploring the Effects of Instructional Coaches on the Quality of the Teaching Workforce. Yi-Chih Chiang, Michigan State University

Investigating the Relationship Between Educator Preparation Programs, Novice STEM Teachers, and STEM Student Outcomes. Janet Solis Rodriguez, N/A

Critical Consciousness Through Creative Writing. Olave Sebastien, Duquesne University

Early Grade Teachers' Understanding of their Successes and Challenges in Teaching Reading in India.

Amogh Basavaraj, Florida State University
Facilitator:
   TBD

046. JSN Research Symposium Presentations (Session 11) – Critical Perspectives in Educational Leadership
Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am
Hyatt Regency Minneapolis: Floor 1 - Nicollet D3
Participants:
Finding Leadership Jung (Belonging). Paul Koh, Towson University
Reimagining the Role of Assistant Principals. Melanie Lockett, Auburn University
The Relationship of Educational Leadership Decision-Making and Social Media. Ebony Love, Texas Christian University
Endarkened Somatic Griotelling: A Critical Embodied Perspective of Educational Leadership. Kelley Glover, Texas State University
Facilitator:
   TBD

047. JSN Mentor Feedback (Session 1) – Policy/Reform/Planning
Jackson Scholars Network Research Symposium
Mentor Feedback Session
10:00 to 10:50 am
Hyatt Regency Minneapolis: Floor 1 - Lakeshore A

048. JSN Mentor Feedback (Session 2) – Educational Leaders' Experiences
Jackson Scholars Network Research Symposium
Mentor Feedback Session
10:00 to 10:50 am
Hyatt Regency Minneapolis: Floor 1 - Lakeshore B

049. JSN Mentor Feedback (Session 3) – K-12 Belonging
Jackson Scholars Network Research Symposium
Mentor Feedback Session
10:00 to 10:50 am
Hyatt Regency Minneapolis: Floor 1 - Lakeshore C

050. JSN Mentor Feedback (Session 4) – Special Education and ELL/MLL
Jackson Scholars Network Research Symposium
Mentor Feedback Session
10:00 to 10:50 am
Hyatt Regency Minneapolis: Floor 1 - Nicollet D1

051. JSN Mentor Feedback (Session 5) – Principals
Jackson Scholars Network Research Symposium
Mentor Feedback Session
10:00 to 10:50 am
Hyatt Regency Minneapolis: Floor 1 - Nicollet D2

052. JSN Mentor Feedback (Session 6) – Women & Girls of Color
Jackson Scholars Network Research Symposium
Mentor Feedback Session
11:00 to 11:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway F

053. JSN Mentor Feedback (Session 7) – Higher Education
Jackson Scholars Network Research Symposium
Mentor Feedback Session
11:00 to 11:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway G

054. JSN Mentor Feedback (Session 8) – Community Engagement
Jackson Scholars Network Research Symposium
Mentor Feedback Session
11:00 to 11:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway H

055. JSN Mentor Feedback (Session 9) – Intersectional Racialized Experiences & Power
Jackson Scholars Network Research Symposium
Mentor Feedback Session
11:00 to 11:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway I

056. JSN Mentor Feedback (Session 10) – Teacher Quality/Leadership/Development
Jackson Scholars Network Research Symposium
Mentor Feedback Session
11:00 to 11:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway J

057. JSN Mentor Feedback (Session 11) – Critical Perspectives in Educational Leadership
Jackson Scholars Network Research Symposium
Mentor Feedback Session
11:00 to 11:50 am
Hyatt Regency Minneapolis: Floor 1 - Nicollet D3

058. Julie Laible Memorial Session for New UCEA Jackson Scholars
Special Session
11:00 to 11:50 am
Hyatt Regency Minneapolis: Floor 1 - Nicollet A-C

First-year Jackson Scholars will gather with their mentors to receive an orientation to the Jackson Scholars Network. After the orientation session, new scholars and mentors will meet to make connections and build relationships to support their Jackson Scholars experience. The Jackson Scholars program is a 2-year program that provides formal networking, mentoring, and professional development for graduate students of color who intend to become professors of educational leadership.

059. 2023 UCEA Awards Luncheon
Special Session
12:00 to 1:30 pm

Hyatt Regency Minneapolis: Floor 2 - North Star A & B
See call-out box

2023 UCEA Awards Luncheon

Sponsored by The Wallace Foundation, this luncheon was established to honor the recipients of UCEA Awards. The UCEA Awards focus on contributions to scholarship, teaching, student development, and the improvement of educational leadership preparation and practice. For a full list of current and past UCEA award winners, please see the section later in the program or the UCEA website: www.ucea.org/ opportunity_category/awards

Emcees:
   Michael O'Malley, Texas State University
   Katherine Rodela, Washington State University

Session 059   Thursday Nov. 16   12:00–1:30 pm   Ticketed event
Hyatt Regency Minneapolis: Floor 2 - North Star A & B

060. General Session I: Mitstifer Lecture: Gloria Ladson-Billings
Special Session
1:45 to 3:15 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet A-C
See call-out box

061. Principal Pipeline and Hiring Practices
Paper Session
3:45 to 5:00 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway A
Participants:

Making Sense of Leadership Hiring: A Mixed-Methods Investigation of Leadership Hiring in a Large School District. Francisco Arturo Santelli, Vanderbilt University
   Given school leaders' impacts on school outcomes, screening for and hiring effective school leaders is an important lever for improving student outcomes. But there has been little investigation into how district leaders make school leadership hiring decisions. I take a sequential exploratory mixed methods approach to investigate school leadership hiring in a large southeastern school district and begin to develop a theoretical understanding of the process reflecting the perspectives of district leadership.

Personality Traits of Leaders and Dyad-Level Leadership Outcomes: A Meta-Analysis. Qurrat ul Ain Rasheed, Georgia State University; Yinying Wang, Georgia State University
   This systematic review examines the relationship between leaders' personality traits and dyad-level outcomes and offers recommendations for educational leadership. Extant literature from top-tier administrative, psychological, and educational leadership journals were screened and the effects

of leaders' personality traits and the outcomes were explored. A pilot meta-analysis identified an effective relationship between the conscientiousness of leaders and outcomes including knowledge sharing, followers' shared satisfaction, etc. Three recommendations were provided to improve the decision-making of educational leaders.

Postpandemic Leadership Hiring and Turnover in the Keystone and Lone Star States. Ed Fuller, Pennsylvania State University; Andrew Pendola, Auburn University; Liz Hollingworth, University of Iowa

This study examines principal and superintendent turnover from 2014-25 to 2022-23 for Pennsylvania and Texas. We examine trends by gender, race, location, student demographics, and charter status.

Tapping on the Principal's Door: How School Leaders Are Recruited Into the Principal Pipeline. Angel Xiao Bohannon, Northwestern University; Ashley Ellison, N/A; Molly Gordon, NORC at the University of Chicago; Jason A. Grissom, Vanderbilt University

In this paper, we revisit tapping, which is when district leaders, principals, and others informally recruit aspiring school leaders into the principalship. Tapping is an entryway into the principalship, but can also serve as a gatekeeper, especially for people of color and women. We use interviews with 53 principals across two states to reconceptualize tapping as a multidimensional, multifaceted process that individuals experience at different points in time and at different frequencies throughout their careers.

Facilitator:
Alison Reeves, Southern Illinois University Edwardsville

General Session I: Mitstifer Lecture
Sponsored by Penn State University

Are You 'One of Them Ones?' Leading the Education Reset

Gloria Ladson-Billings, University of Wisconsin–Madison

While devastating to our economy, our day-to-day relationships, and to education as we knew it, the COVID pandemic also presented us with some unique opportunities to reset and rethink how we might do education. However, many education leaders are consumed with returning to "normal" and maintaining the status quo. This talk reminds us to not squander the window of opportunity to lead in ways that are different, better, and designed for a new generation of learners and thinkers.

Session 060   Thursday Nov. 16   1:45–3:15 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet A-C

062. Counternarratives and Lived Experiences in Antiracist Leadership: Examining Critical Discourse in Confronting Oppressive Systems
Paper Session
3:45 to 5:00 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway B
Participants:

Counternarratives and Lived Experiences of Leaders of Color: Informing a Hard Reset for Leadership Preparation. Kimberly Kappler Hewitt, Eastern Michigan University; Stacy Huff, University of North Carolina at Greensboro; Mark Alvis Rumley, University of North Carolina at Greensboro; Reginald K. Jackson, University of North Carolina at Greensboro; Tiffany Lee Smith, University of North Carolina at Greensboro; Christopher Kelly, University of North Carolina at Greensboro; Onna Jordan, University of North Carolina at Greensboro; Annie P. Wimbish, Leadership Solutions Group
  Utilizing an antiracist research design to examine the counternarratives and lived experiences of P12 school leaders of color in their nationally recognized leadership preparation program and within their districts, this study's purpose is to better support and invest in leaders of color to advance equity in P12 schools. Themes include the necessity of engaging race in leadership preparation; feelings of belonging—and not; and the burden of being dark and finding joy in community.

Learning to Lead: The Role of Critical Discourse in Confronting Oppressive Systems in Practice. Kimberly Jamison, The George Washington University; Christine Nganga, The George Washington University
  This qualitative study investigates how recent preparation program graduates lead for equity and justice in two distinct ways: (a) how leadership preparation prepared them to confront systems of oppression, and (b) their experiences engaging in this work in practice. Participants who held higher administrative positions described not only the oppressive systems they confronted, but also what decision-making processes they enacted to shift mindsets of others and make changes to the system through critical discourse.

Rehearsing the Revolution: [En]acting Liberatory Praxis in Leadership Education. Érica Fernández, Miami University; Bryan J Duarte, Purdue University
  We engage critical policy analysis and Theater of the Oppressed as teaching tools for policy sense-making and imagining responses to complex practical dilemmas. To illustrate the power of this praxis, we present a composite narrative that centers a newly appointed queer Latina principal faced with bureaucratic responses to proposed anti-CRT legislation. The narrative is purposefully left open so that practitioners can process and (re)imagine policy responses that consider their unique contexts and positionalities.

The Developmental Demands of Antiracist Leadership: From State Standards to Leadership Preparation. James Noonan, Salem State University; Megin Charner-Laird, Salem State University; Jacy Ippolito, Salem State University
  In Massachusetts, revised standards for leadership emphasize antiracism. This paper uses Kegan's (1994) constructive-developmental theory to consider the capacities needed to enact these standards and the extent to which leadership preparation programs support leaders' development. Analyzing interviews with eight graduates of a university-based leadership preparation program designed to foster adult development and equity leadership, we find a potentially lagging developmental capacity to undertake equity leadership and consider implications for both policymakers and leadership preparation programs

Facilitator:
  Mark Anthony Gooden, Teachers College, Columbia University

063. Balancing University–District Questions in Research–Practice Partnerships
Paper Session
3:45 to 5:00 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway C

Participants:

Centering Equity Through University–District Partnership: Transformations Required to Develop an Equity-Centered School Leadership Pipeline? Abe Tekleselassie, The George Washington University; Jennifer Karyn Clayton, The George Washington University; Rebecca Ann Thessin, The George Washington University; Leslie Brandt Trimmer, The George Washington University; Coleen V., Reyes, The George Washington University

> With a focus on one university and its partner urban district in the Mid-Atlantic region of the U.S., this study responds to a call for understanding how equity centered leaders are developed by examining the transformation required to center equity in the leadership preparation program.

Factors Influencing Capacity for Improvement in School–Community Partnerships to Reduce Chronic Absenteeism. Cristina Stanojevich, Michigan State University; Danica Brown, Wayne State University; Bianca Burch, Wayne State University; Sarah Winchell Lenhoff, Wayne State University

> We examine factors influencing schools' capacity to learn from a coalition of external partner organizations implementing the P4 Project—an initiative to reduce chronic absenteeism (CA) in a city with high CA rates. We draw on concepts from organizational learning theory and find that organizational conditions—including leader and staff stability and dedicated time/personnel—mediate the extent to which the partner schools can leverage ideas from the P4 in their policies and routines addressing CA.

Fostering Critical Formation: A Research–Practice Partnership. Martin Scanlan, Boston College; Melodie Wyttenbach, Boston College; Andrew Miller, Boston College; Elena Sada, Boston College

> This paper presents an emerging research practice partnership with networks of Catholic schools engaged in critical formation. The goal of this partnership is to develop materials to support educators across public and private sectors in developing innovative and transformative approaches to critical formation.

Increasing Computer Science Teacher Capacity and Equity Through a Research–Practice Partnership During COVID-19. Kathryn Schiller, University at Albany, SUNY; Robin Flatland, Siena College; Jesse Christopher Moya, Siena College; Stacey Hansen, University at Albany, SUNY; Jim Matthews, N/A; Pauline White, N/A

> The closing of schools in Spring 2020 due to the COVID-19 pandemic created challenges for all teachers and leaders as instruction shifted to remote and online modalities. This paper highlights how a research-practice partnership supported teachers' connections with mentors and colleagues necessary to implement a collaboratively redesigned high school computer science curriculum. Voices of teachers and students provide insights into why longitudinal survey data showed no discernible drop in course quality.

Facilitator:
> Kofi Lomotey, Western Carolina University

064. International Perspectives on School Leadership
Paper Session
3:45 to 5:00 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway D
Participants:

Exploring Instructional Leadership Practices in the Danish Context. Ronni Laursen, Aalborg University; Sedat Gumus, The Education University of Hong Kong; Allan Walker, N/A

> This exploratory qualitative study investigated instructional leadership practices in three Danish primary schools. Interviews with principals, middle leaders, and teachers, as well as document analysis, were used to identify themes analyzed in light of shared- and instructional leadership theory. Findings contribute to the broader understanding of shared instructional leadership and demonstrate how principals are under external pressure for accountability and at the same time the egalitarian cultural influence on principals' practices.

Perceptions of Teacher Leadership in Egyptian Schools: A Mixed-Methods Exploration. Maysaa Barakat, Florida Atlantic University; Waheed Hammad, Sultan Qaboos University

> Ensuring teachers active participation in school leadership activities has given rise to the notion of

teacher leadership, which refers to teachers assuming formal and informal leadership roles inside and outside the classroom. This may present challenges in societies with centralized educational systems such as Egypt. This study aims to examine teacher leadership in one of Egypt's governorates using a mixed methods approach. Preliminary results suggest limited engagement in teacher leadership practices.

Resolving Conceptual Confusion in the Study of Teacher and Middle Leadership. David Mark Gurr, University of Melbourne

Teacher leadership has become one of the main areas of educational leadership research. Yet, there is considerable variability in how researchers define teacher leadership, leading to considerable overlap with research on middle leadership. Reviewing the major reviews of teacher and middle leadership over the last two decades, this conceptual paper and presentation demonstrates the definitional confusion and suggests a way forward in terms of a leadership influence model.

School Leadership as a Shared Responsibility? Exploring Conceptions, Positions, and Cooperation. Helene Karin Ärlestig, Umeå University; Malin Benerdal, Umeå University

Governance and leadership require cooperation. This study focuses on how school leadership is shared, delegated, and/or distributed in a municipality that recently has reorganized its leadership structure intending to increase the principal's focus on pedagogical tasks. Based on surveys and focus group interviews with principals, deputy principals, administrative leaders, and leaders on the LEA level, the empirical results show a variation in how the leadership is divided, distributed, and shared.

Leading Holistically: Examining Principals' System Thinking and Teacher Withdrawal Behaviours. Pascale Sarah Benoliel, Bar-Ilan University; Chen Schechter, Bar-Ilan University; Nechama Nadav, N/A

The study examines the influence of school structure (bureaucratic and organic) and principal–teacher gender (dis)similarity on the relationship between principals' systems thinking and teacher withdrawal behaviours. Hierarchical regression analyses from a random sample of 111 Israeli school management team members and 109 teachers showed that principal–teacher dissimilarity and a bureaucratic structure moderate the relationship between principals' systems thinking and teachers' withdrawal behaviours. Implications for both theory and practice are discussed.

Facilitator:

Maysaa Barakat, Florida Atlantic University

065. Innovations in Principal Preparation Programs
Paper Session
3:45 to 5:00 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway E
Participants:

A Job-Embedded Principal Residency Program Evaluation Using the Quality Measures Self-Study Toolkit. Dusty Palmer, Texas Tech University; Vanessa Deleon, Texas Tech University; Irma Laura Almager, Texas Tech University; Fernando Valle, Texas Tech University

Preparation programs must constantly reflect on how they prepare the next generation of school leaders. The Quality Measures program evaluation examines how university and district partnerships evaluate innovative instructional leadership principal preparation programs. This program evaluation provides a collaborative self-reflection for continuous improvement in principal preparation. This program prepares school leaders to disrupt the status quo by opposing the pressures and challenges within a school's social and political context.

Homegrown Equity Audits for Responsive and Equitable Educational Leadership Development. Ian Mette, University of Maine; Rebecca Buchanan, N/A; Leah Hakkola, N/A

The purpose of this quantitative study was to investigate one district's homegrown equity audit and development of an RPP designed to support the training of educational leaders within the school district. Independent *t* tests, ANOVAs, and linear regressions revealed programmatic and achievement inequities based on gender, SES, and disability status. This study details how RPPs can help train educational leaders to analyze data, respond with equitable actions, and dismantle

inequitable outcomes and deficit-oriented perspectives about students.

Podcasting in Educational Leadership Preparation. Tiffany Wright, Millersville University; Annie Licata, Millersville University

Researchers found that students grew in their leadership skills during the 5-week experience of developing a podcast (Wright & Licata, 2021). The participants demonstrated a deeper understanding of the concepts of inclusion, equity, and leadership in times of crisis, utilizing the lens of Kouzes and Posner (2017). Much of the students' logs within these case studies will give a glimpse into their perceptions of the field of educational leadership.

The Possibilities of Micro-Credentialing in Educational Leadership Preparation. Chad Lochmiller, Indiana University

Micro-credentialing has become an important strategy for leadership development in the corporate sector and will likely grow in relative appeal over the next decade as professionals seek flexible learning opportunities. This paper presents a conceptual argument detailing the design considerations for a new micro-credentialing program focused on teacher leaders.

Facilitator:

Hamada Elfarargy, South Dakota State University

066.   (Re)imagining Inclusive Leadership for All Learners: Multilevel Partnerships to Support Educator Development

UCEA Session

3:45 to 5:00 pm

Hyatt Regency Minneapolis: Floor 2 - Greenway F

When principals are well-prepared, committed to inclusion, and take specific leadership practices, students with disabilities and other historically marginalized students thrive academically and socially (DeMatthews & Mawhinney, 2014; Hoppey & McLeskey, 2013). This session will provide an overview of UCEA's and CEEDAR's partnership partnering and explore how four states are restructuring their state personnel preparation systems to more effectively prepare and develop inclusive principals with the skills and competencies needed to serve students with disabilities.

Participants:

Overview Session: National Collaboration for Inclusive Leaders: UCEA and CEEDAR. Mónica Byrne-Jiménez, Michigan State University; David DeMatthews, University of Texas at Austin; Meg Kamman, University of Florida; Erica McCray, University of Florida

Representatives from UCEA and CEEDAR leadership will provide an overview of the organizations' partnership to ensure every student has an equitable opportunity to achieve. Additionally, resources developed to assist in reforming leader preparation programs, such as the Inclusive Principal Leadership Innovation Configuration, will be provided.

Mississippi: Statewide Systems for Strengthening Principal Preparation. Meg Kamman, University of Florida; Deborah Burson, Mississippi Department of Education; Paula Tharp, Mississippi State University

Mississippi has focused on strengthening principal preparation by embedding inclusive leadership practices within education leadership programs across the state. Through collaborative work between the Mississippi Department of Education, the CEEDAR Center, and the Mississippi Education Leadership Faculty Association, Mississippi trained faculty on CEEDAR's Inclusive Leadership IC. By embedding these practices within the state's common assessment instruments for educator preparation programs, the state will have valuable data on the extent to which candidates have developed these important skills.

Colorado: Convening Faculty for Equity-Driven Leadership. Margaret A. Scott, University of Colorado Colorado Springs; Amie Cieminski, University of Northern Colorado; Lindsey Hayes, American Institutes for Research

Through a statewide professional learning community on Exploring Educational Leadership Preparation with an Equity Mindset, Colorado has built a community of principal preparation faculty dedicated to the implementation of inclusive, equity-driven leadership practices in Colorado schools. Presenters will describe how conducting a crosswalk between Colorado's

Principal Quality Standards and the CEEDAR IC tool created a strong foundation and common language for a productive discussion of inclusive principal preparation. In addition to work conducted within leadership preparation programs to review and revise principal coursework and field experiences, presenters will describe the importance of convening faculty to discuss the broader implications of state policies on preparation programs.

Ohio: Connecting Preservice and Inservice Inclusive Leader Development. Jo Hannah Ward, Ohio Department of Education; Becky Hornberger, University of Cincinnati

The Ohio Advancing Inclusive Principal Leadership (OH-AIPL) virtual professional development series supports partner districts in developing or strengthening shared leadership team structures for improving teaching and learning across the district. Participants increase their knowledge and skill in the use of inclusive instructional leadership to more effectively engage ALL students—regardless of classroom or school assignment—in strong core instruction. Improving central office–school level collaboration to benefit all children is a feature of the program, which focuses on (a) promoting system-wide learning, (b) prioritizing the improvement of teaching and learning, (c) building capacity through support and accountability, and (d) sustaining open and collaborative cultures.

Georgia: Assessing Current Practice to Ensure Effective Inclusive Leaders. Sheryl Cowart Moss, Georgia State University; Karen Caldwell Bryant, University of Georgia

Educational leadership faculty in Georgia collaborated to create a self-assessment and reflection protocol utilizing the 2015 Professional Standards for Educational Leaders (PSEL) and the companion indicators for inclusive leadership. The protocol utilizes a state framework that grounds an evaluation system for principals. Principals can rate themselves and provide specific examples of evidence to support their ratings. Finally, the protocol contains live links to resources for continued growth in each criterion.

Facilitators:
Mónica Byrne-Jiménez, Michigan State University
Erica McCray, University of Florida

067. Critical Whiteness & Leadership
Paper Session
3:45 to 5:00 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway G
Participants:

Antiracist Educational Leadership: White Principals Navigating Internal Resistance in Meaningful and Productive Ways. Lindsey Kaiser, University of Washington

The objective of this paper session is for White educational leaders to grapple with their responsibility to navigate resistance in ways that do not thwart antiracist goals or do not reify the very same power structures they are trying to disrupt. This empirical study highlights how White principals frequently engaged in critical reflexivity, developed curiosity and embraced vulnerability, and fostered meaningful relationships with conspirators and co-conspirators to navigate internal resistance in productive ways.

"I Didn't See That it Had Anything to Do With Race": A Critical Whiteness Detracking Analysis. Margaret Thornton, Rowan University; Taylor Rodriguez, Old Dominion University

This case study uses critical Whiteness studies to answer questions about how school leaders sort students into course levels. Researchers have shown that sorting students based on perceived academic ability results in racial and socioeconomic segregation, and thus some schools have turned to integration efforts known as detracking. Examining two majority-White high schools engaged in detracking, this study investigates how White practices and White privilege can permeate an ostensibly social-justice-focused initiative.

White Trash in the Academy: Working-Class Women Professors Discuss Their Backgrounds in Education Attainment. Leslie Locke, University of Iowa; Sonya Diana Hayes, University of Tennessee at Knoxville

Women from rural, low-income backgrounds holding positions within the academy are the

exception, not the rule. Most women university faculty are continuing generation college, and from sub/urban areas and middle/upper-income family backgrounds. As women faculty who do not represent this norm, we use a dialogic, narrative approach to discuss the unique barriers we face in socialization to and with the academy as professors.

Placating White Fragility for Native American Students and Communities. Cailen O'Shea, North Dakota State University; Dinorah Hudson, CUNY; Katarina Suwak, University of Pennsylvania; Hollie Mackey, North Dakota State University

What should an educational leader do when equity is not allowed in their district? What does a director of Indigenous education do when funding earmarked for Native students are redirected to other school priorities? What should be done when teachers are the strongest opposition to cultural responsivity? This paper elucidates how Indigenous educational leaders are forced to balance Eurocentric district mandates and White fragility with the strengths and needs of their Indigenous students and communities.

Facilitator:
Jessica G. Rigby, University of Washington

068. Superintendent Leadership for Equity and Justice
Paper Session
3:45 to 5:00 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway H
Participants:

An Autoethnography of a Black Superintendent Leading for Equity in the South. Shawn Joseph, Howard University

This study addresses the guiding autoethnographic question: "How did race affect my ability as a Black superintendent to provide equitable opportunities for children in an urban school district?" I use autoethnography to elucidate three key incidents involving (a) a prominent White political leader, (b) a predominately White community, and (c) a White school board member. The paper concludes by reiterating the power of autoethnography for leaders facing anti-Black racism and discussing the implications of this study.

Leading for Justice in Texas Schools: Testimonios of Latino Superintendents. Juan Manuel Niño, University of Texas at San Antonio

This study highlights Latin@s overcoming barriers to serve students in Texas as superintendents. As the Latin@ population grows, creating systems designed to educate the masses and intentionally address diversity is critical. By the year 2050, the Latin@ population is projected to make up 24% of the U. S. population (Reyes & Elias, 2011). With the high enrollment of Latino students, it becomes necessary to examine how Texas superintendents' practice reflects the needs of the districts.

Superintendent Communication in an Era of Misinformation. Michael Pier Evans, Miami University; Joel R. Malin, Miami University; Rachel Sue White, University of Tennessee at Knoxville

This paper utilizes research from a nationwide, mixed-methods study on superintendent leadership to explore communication in an era of misinformation. The findings indicate that mis/disinformation is a significant issue for many districts and that superintendents employ a range of communication strategies to navigate these challenges. Strategies range from informal to formal, and personal to public, with decisions being driven by the specifics of each situation coupled with each superintendents' comfort level and personal beliefs.

Superintendents' Strategic Leadership for Just and Equitable Systemic Change. Lok-Sze Wong, University of North Texas; Stephen Waddell, University of North Texas; Tatiana Kurochkina, University of North Texas

This study seeks to understand how current superintendents can lead and accomplish just and equitable systemic change in their current precarious political environments. The findings demonstrate that current superintendents have to be more strategic and clever than ever by making less noticeable structural and normative changes (e.g., discreetly changing hiring practices) while also making more noticeable external-facing changes (e.g., carefully and strategically

communicating with Board members).

Facilitator:
    Debra Cantu, University of Texas at Austin

069. Principles of Equity in Assessment Design: Resetting How We Think About Educational Assessment Paradigms

Innovative Session / Mini-Workshop
3:45 to 5:00 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway J

Inequities in educational assessment have been a persistent and harmful context for how we understand children's skills and abilities. This mini-workshop will use interactive learning to develop participant's agency in educational systems and their role in upholding educational paradigms that continue to perpetuate oppressive approaches to assessment. Participants address their own biases in educational assessment, reveal the fallacy of perfectly equitable assessment, and build an equity toolkit for solution-oriented approaches to assessment.

070. "Tell Me What You Want, What You Really, Really Want": Research That Leaders Really Need

Critical Conversations
3:45 to 5:00 pm
Hyatt Regency Minneapolis: Floor 1 - Lakeshore A

"Parents' rights" groups have attacked educators and scholars with baseless concern and rage over "protecting" (predominantly White, Christian) children from critical race theory and trans people. In this critical conversation, scholars will take cues from diverse educational leaders to identify what research-practice-policy agenda would produce credible information and prioritize equity while responding to both cynical politicized attacks and earnest concern. To disrupt anti-LGBTQ+ efforts and White supremacy; policy, research, and practice cannot exist in isolation.

Participants:
    Francoise Bell, University of Wisconsin–Madison
    Kody Colvin, University of Utah
    Erin Gill, University of Wisconsin–Madison
    Cynthia Gonzalez, University of Wisconsin–Madison
    D. Nigel Green, University of Wisconsin–Madison
    Jenny Loeck, Roseville Area Schools

Facilitators:
    Mollie McQuillan, University of Wisconsin–Madison
    Irene H. Yoon, University of Utah

071. Is There a Hard Reset Without Interest Convergence? And Other Pragmatist Questions for Critical Praxis

Critical Conversations
3:45 to 5:00 pm
Hyatt Regency Minneapolis: Floor 1 - Lakeshore B

This critical conversation convenes a panel of critical educational leadership and policy researchers and practitioners with firsthand experience in the field making actual equity-based reforms in schools (and facing backlash from administrators and the public), to discuss the role of interest convergence in building coalitions for antiracist education policies. The theories of interest convergence, interest divergence, and White accumulation are considered.

Participants:
    Amanda Jo Cordova, North Dakota State University
    Sarah Diem, University of Missouri
    Kevin Lawrence Henry, Jr., University of Wisconsin–Madison

David G. Martinez, University of South Carolina
Brandon Mitchell, N/A
Donya Odom, Eastern Michigan University
Carlee Simon, University of Cincinnati

Facilitator:
Davis Clement, Eastern Michigan University

072. Program Coordinator Critical Conversation: Sharing Strategies to Support Students and Each Other in a New Normal

Critical Conversations
3:45 to 5:00 pm
Hyatt Regency Minneapolis: Floor 1 - Lakeshore C

Our research on program coordination during the pandemic reveals that the role was more stressful during that time not only because of the pandemic itself, but because of the nature of program coordination, which most coordinators interpreted as supporting their students, who were themselves stressed by pandemic conditions and racial inequities. This session brings together program coordinators in order to share strategies to support students and each other, using lessons learned from working in the role.

Participants:
Jessica Rachel Evans, University of California, Berkeley
Daniel D. Liou, Arizona State University
Noelle A. Paufler, Clemson University

Facilitator:
W. Kyle Ingle, University of Louisville

073. Roundtable A

3:45 to 5:00 pm
Hyatt Regency Minneapolis: Floor 2 - Mirage

073-1. Roundtable A

073-2. Antiracist Leadership: Challenging White Narratives

Participants:

Educational Leaders: Tackling Systemic Racism, Fake News, Conspiracies, and Democracy Threats.
Mary John O'Hair, University of Kentucky; Rick Reitzug, University of North Carolina at Greensboro

Loud White Women Please Shut Up: Understanding and Pushing Back for Social Justice Leadership.
Laurence Parker, University of Utah; Cinnamin Rendy Morton, N/A

A Counter-Managerial Examination of Systemic Race and Gender Epistemic Injustice. Amura
Cameron, Old Dominion University; Steve Myran, Old Dominion University

073-3. Exploring What We Know in Educator Experiences: Studies on Racial Matching, Latina Educators, and Classroom Discourse Patterns

Participants:

I Owe Black Students My Life: The Importance of Racial Matching. Ramarra Garrett, Eastern Michigan University

Possibilities for Instructional Leadership: A Study of Classroom Discourse Patterns, Teacher Factors, and Student Outcomes. Alyson Leah Lavigne, Utah State University; Patrick Ocran, Utah State University

Rise Up: Latina Educators in Secondary Teaching Spaces. Alexis Julianna Contreras, California State University, Long Beach

073-4. Family/Parent Engagement

Participants:

"Close and Desirable for Whom?": Parents Traversing Racialized Spaces and Places in Gentrifying Schools. Jasmine Alvarado, University at Buffalo, SUNY; Alisha Butler, University of Maryland

Do Siblings Make a Difference? The Impacts of Siblings on Cognitive Development. Xue Gong, University of Wisconsin–Madison

What Should Schools Aim for? A Study of Midwest Parents' Perspectives. Victor Francisco Escalona-Aldana, University of Wisconsin–Madison

073-5. Partnerships to Improve Student Well-Being and Learning

Participants:

COVID-19, Well-Being, and Promoting Social Good Through School–University Tutoring Collaborations: A Qualitative Evaluation Approach. Monique Saastamoinen, University of North Carolina at Greensboro

Portraits of Community Leaders. Zorka Karanxha, University of South Florida; Kristin Looper, University of South Florida; Erin Lavelle, University of South Florida; Jordan Jones, University of South Florida; Patricia Edgecomb, University of South Florida; Aemie Rivero Cintron, University of South Florida

Research Utilization in a University–District Partnership: Adapting an Existing Framework for a P-12 Context. Kathleen M. W. Cunningham, University of South Carolina; David Osworth, University of South Carolina; Suzy Hardie, University of South Carolina; Peter Moyi, University of South Carolina; Natalie Osborne Smith, N/A; Mary Gaskin, N/A; Richelle Battles, N/A; Shamala Anderson, N/A; Ryan Poole, N/A; Jessica Keisler, N/A

073-6. Quiet Equity in Time of Antiwoke Sentiment: Examining the Role of Equity and Critical Race Theory in Leadership Development

Participants:

Is a Critical Race Theory EdD Dissertation the Way to Prepare Leaders to Improve Practice? Reginald D. Wilkerson, College of William and Mary; Jill Alexa Perry, University of Pittsburgh

Quiet Equity: How School Districts Use Language to Convey Equity Work in an Anti-DEI State. Aarti P. Bellara, Western Carolina University; Emily Virtue, Western Carolina University; Rose A Munsey-Kano, N/A

Subversive School Leadership in the Time of "Antiwoke" Threats. Jessica Renee Weiler, Western Carolina University; Joy Howard, Western Carolina University; Darrius A. Stanley, University of Minnesota

073-7. Virtual Schools and Social Media Platforms: Exploring the Use of Technology in Schools During COVID and Beyond

Participants:

Examining Parental Agency for Children's Education at Home: A Study of Kansans Parents During the Pandemic. Danqing Yin, University of Kansas

Parents' Reasons for Choosing a Public Virtual School. Mary Lynne Derrington, University of Tennessee at Knoxville; Jeana Partin, University of Tennessee at Knoxville

PK12 Pandemic Leadership Innovations: Social Media Platform Review of Principals' Communications With Stakeholders. Devery J. Rodgers, California State University, Long Beach

073-8. Education Reform and Policy Implications

Participants:

A Critical Narrative Policy Analysis of K-12 Education Reform Bills in Ohio. Debra A. Jones, Ohio State University; Tori I. Rehr, Ohio State University; Ann Allen, Ohio State University

Informing Policy Through Lived Expertise of High School Graduates Who Experienced Homelessness in Virginia. Martha Louisa Crockett, College of William and Mary; Patricia Popp, College of William and Mary

Tracking the Endorsements: An Analysis of Texas High School Student's Course-Taking Behavior. Hadiza Mohammed, University of Texas at Austin

073-9. Culturally Sustaining Community-Focused Leadership Approaches

Participants:

A Practice-Grounded Framework of Equity-Oriented School Leadership: Examining the Inclusive and Caring School Culture Domain. Meagan Richard, Old Dominion University

Cultivating Equitable Education- and Evidence-Based School Development in Culturally Diverse Schools. Rose Ylimaki, Northern Arizona University; Lynnette Brunderman, University of Arizona

Reset by (Re)centering Black Leadership of a Historically Black High Schools. Kendra Lowery, Ball State University

Using Community Equity Audits to Develop Culturally Responsive School Leaders in New Mexico Borderland Communities. Pamela Gray, New Mexico State University

073-10. Cultivating the Next Generation of Leaders: Equity Focused and Visionary Leadership Preparation

Participants:

Developing Future School Leaders to Advance Student Achievement in the Post-COVID Era. Krista Bixler, Florida Gulf Coast University; Marjorie Ceballos, University of Central Florida

Equity Focused Course Redesign to Build Leadership Capacity for Social Justice. Shannon Holder, Central Connecticut State University; Wesley Henry, Central Connecticut State University; Antoinette Ryan, N/A

Visionary and Holistic Leadership: Growing Our Leaders Through the Corn Pollen Model. Shawn Lee Secatero, University of New Mexico

073-11. Key Insights From International Leadership and Community Contexts

Participants:

Experiences of International Graduate Students in America During and Beyond the COVID-19 Pandemic. Rachel Anna Kamnkhwani, University of Denver; Esnart Mfune, University of Cincinnati; Emily Shaba, University of Denver

Facilitating Community Connectedness and Connection through a Community-Based Participatory Action Research Project in Ghana. Corinne Brion, University of Dayton

The Impact of Leaders' Psychological Capital and Team-Member Exchange on School Effectiveness. Ronit Bogler, Open University of Israel; Anit Somech, University of Haifa; Dalia Birani-Nasraldin, N/A

073-12. School Funding, Equity and Innovation

Participants:

Comparing Unadjusted and Adjusted Racial Funding Gaps in K-12 State Revenue. Christopher Saldaña, University of Wisconsin–Madison

Exploring Innovation and Impact in the Education Marketplace: Perspectives From Social Entrepreneurs Working With Schools. Walter Fernando Balser, University of Florida; John O'Malley, Regis University

Policies for the Identification, Reclassification, and Funding of English Language Learners: A National Analysis. Ajay Srikanth, American Institutes for Research

073-13. Curating Educator Pathways and Pipelines

Participants:

Divergent Pipelines: Examining the Contribution of Assistant Principal Opportunities to Gender Disproportionalities in Principalships. Craig Hochbein, Lehigh University; Megan Lynn Hauser, Lehigh University

"Nobody Wants to Be in Education Anymore": Investigating the Implementation of High-School to Teaching Pathways. Wesley L. Edwards, University of North Texas; Alexis Dionta' Miller, University of North Texas; Kafarra Q. L. Burden, University of North Texas

The Assistant Principal Leadership Academy: Creating a Stronger Bench for School Leadership. Frank Hernandez, Texas Christian University; Miriam D. Ezzani, Texas Christian University

074. Sister Circles: Black Women Scholars Focusing on Holistic Wellness Through Dynamic Networking and Community Engagement

Critical Conversations
3:45 to 5:00 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet D1

In this critical conversation Black women scholars will co-construct a supportive space dedicated to exploring how Black women can thrive and prosper in academe as part of practice towards holistic wellness. Participants will reexamine notions of wellness and consider how the dominant discourse aligns, or not, with daily experiences. Black women scholars in this critical conversation will contribute to a praxis of (other)sistering that affirms holistic wellness for professional and personal success.

Facilitator:
   April L. Peters-Hawkins, University of Houston

075. Beyond the Equity Pause: Supporting Districts' Efforts to Leverage Continuous Improvement to Center Social Justice

Critical Conversations
3:45 to 5:00 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet D2

This critical conversation examines the work of external partners in harnessing tools and practices of continuous improvement in service of equity. The ethos of equity work in K12 education is often perceived to be at odds with the quantitative and scientific orientation of continuous improvement. This session will explore deepening CI to better serve equity goals.

Participants:
   Erin Anderson, University of Denver
   David H. Eddy Spicer, University of Virginia
   Daniel Moraguez, Florida State University
   Andrew Volkert, Rennie Center for Education Research and Policy

Facilitators:
   Rydell Harrison, Partners for Educational Leadership
   Isobel Stevenson, Partners for Educational Leadership

076. How Do We "Hard Reset" Principal Preparation Program Recruitment Through an Ethic of Radical Care?

Critical Conversations
3:45 to 5:00 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet D3

This critical conversation will facilitate the sharing of solidarity and insights from principal preparation program faculty around how we can facilitate a "hard reset" (Ladson-Billings, 2021) of how we recruit and support principal candidates in the wake of the COVID-19 pandemic, a political landscape that increasingly vilifies and penalizes public school educators, and the high number of teachers and administrators that are leaving the profession as a result.

Facilitators:
   Rosa M. Peña, Texas State University
   Rolf Straubhaar, Texas State University

077. Teacher Shortages, Teacher Resilience, and Leadership Behaviors for Teacher Retention

Paper Session
5:15 to 6:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway A
Participants:

A Better Response to Teacher Shortage: Using a Resilience Theory to Address the Problem of Retention. Traci Richardson-McVicker, Stillwater Public Schools; Olajumoke Beulah Adigun, Oklahoma State University

   Recruiting and retaining quality educators is a priority for school leaders; however it is becoming increasingly difficult due to teacher shortages. To address this, we propose a shift from the saturated focus on teacher supply to a complementary focus on strengthening teacher retention by fostering resilience. The problem of teacher shortages is reframed instead as a problem of teacher retention, and three propositions are presented to strengthen teacher resilience based on principles from resilience theory.

A Conceptual Framework for Understanding and Examining the Relationship between Individual Teacher Resources and Resilience. Olajumoke Beulah Adigun, Oklahoma State University; Ashlyn Fiegener, Oklahoma State University; Traci Richardson-McVicker, Stillwater Public Schools; Curt Adams, University of Oklahoma

   Teacher resilience is critical for developing healthy schools and producing positive student outcomes. As such, to effectively organize schools for success, it is important to fully understand the resources, both contextual and individual, that influence teacher resilience. However, to date, scholarship in this area is largely one-sided with most literature exploring contextual resources. Therefore, to establish a more balanced view, this paper presents a framework for examining the differential effect of individual teacher resources on resilience.

Listening for Learning: Leadership to Activate Teacher Vitality and Mitigate Turnover. Jentre J. Olsen, Oklahoma State University; Curt Adams, University of Oklahoma; Olajumoke Beulah Adigun, Oklahoma State University

   In light of the rapidly changing landscape of schools and the negative effect on teacher retention, school leadership has to look different. Using the framework of transformative leadership conversation, this empirical study demonstrates that a leadership posture of listening for learning could be the answer. The study tested three hypotheses, which confirmed the proposed relationships between listening for learning, teacher vitality, and teacher turnover. Implications for school leadership practices are discussed.

Principal Leadership Behaviors That Support Teacher Retention: Evidence From a High-Poverty Midwestern Elementary School. Chad Lochmiller, Indiana University; Frank Perrone, Indiana University

   Research has established principal leadership as one of the most salient school-level predictors of teacher retention. Most relevant research has relied on survey items, meaning it is often difficult to determine which specific leadership behaviors contribute most to teacher retention. This study, set in a high-poverty elementary school, generates qualitative understandings of how a principal's actions contribute to retention as conceptual insights into how these actions may influence survey responses recorded in the related research.

The Implications of Participative Decision-Making and Organizational Commitment in Arab Educational System in Israel. Misaa Nassir, Bar-Ilan University; Pascale Sarah Benoliel, Bar-Ilan University

   Following Hobfoll's (1989) conservation of resources theory, the study aims to examine the mediating role of teacher organizational commitment in the relationship between participative decision-making and teachers' perceived strain and organizational citizenship behaviour. Data

were collected from a sample of 350 teachers randomly chosen in the Arab educational system in Israel. The results indicate both a direct and indirect relationships (through the organizational commitment) of participative decision-making on teachers' perceived strain and organizational citizenship behaviour.

Facilitator:
Wesley L. Edwards, University of North Texas

078. Perspectives of Leadership Roles in Crisis Leadership
Paper Session
5:15 to 6:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway B
Participants:

(Re)imagining and Resetting Leadership Roles and Responsibilities From Times of Crisis. Dana Conlin, University of California, Irvine; Jomar Lopes, University of California, Irvine
Grounded in a case study of a NYC high school participating in a racial justice program, this paper aims to answer: What roles/responsibilities did leaders adopt, embody, and/or enact to advance racial justice during the crisis of the dual pandemics? Informed by critical race theory and social justice leadership frameworks, this paper re-operationalizes leaders' roles as creators, designers, and partners to (re)imagine and reset their own responsibilities to uphold commitments to racial justice.

School Leaders' Perspectives on Fostering a Positive Sporting Environment During the COVID-19 Pandemic. Nick Elam, Ball State University; Jerry Reynolds, N/A; Matt Moore, N/A; Shelby Weathersby, N/A
This study used an exploratory design and grounded theory approach to (a) explore the experiences of athletic directors as it pertained to spectator behavior during the pandemic and (b) document experiences of athletic directors associated with the provision of virtual spectating opportunities (i.e., live streaming). Open-ended responses from 112 high school athletic directors revealed three main themes: powerful desire for in-person attendance, community response and behaviors, and COVID-19 related challenges.

Sources of Support for Principals During Crises. Lydia Gandy-Fastovich, University of Utah; David S. Woo, University of Utah; Laura K. Rogers, University of Utah; Paul Riskus, N/A
The multilayered crises, including the COVID-19 pandemic, have created more stress on educators, but little is known about how the effects of work intensification have affected leaders. This study seeks to explore the varied types of support leaders used in two states under the same historical phenomenon. Findings suggest that school leaders are resilient and find support, but we need more systematic opportunities of support for principals. Preliminary findings and implications are shared.

Toward a Hard Reset of Leadership in Our Undemocratic Times: The Role of Educational Leaders. Robert Slater, University of Louisiana at Lafayette
What should be the role of educational leadership in our undemocratic times? The purpose of this normative philosophy of education conceptual paper is to briefly review the evidence of our undemocratic times, to summarize two major factors contributing to it, and suggest what educational leadership can do to counteract the contributing forces.

Facilitator:
David McKay Boren, Brigham Young University

079. Leadership Preparation: Perceptions, Outcomes, and Impact
Paper Session
5:15 to 6:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway C
Participants:
Evaluating the Impact of a Principal Preparation Program on Candidates' Moral and Ethical

Reasoning. Benjamin Creed, Northern Illinois University; Patrick Roberts, Northern Illinois University; Jason Klein, Northern Illinois University

> Research has begun exploring the impact of principal preparation programs on principal effectiveness; little research has unpacked principal candidates' leadership development during their program. This mixed-methods project examines principal candidates in a program focused on moral and ethical development. Surveys and a series of interviews aligned with the program's theory of action were used. Principal candidates' moral and ethical reasoning appears to have been positively impacted by the principal preparation program.

Faculty's and Graduates' Perceptions of Their Leadership Program's Preparation With Skills to Navigate Difficult Conversations. Tatiana Kurochkina, University of North Texas

> A strong leader is a skillful communicator in various contexts. A great communicator should have skills to navigate difficult conversations. However, research shows that many educational leaders often do not receive explicit preparation in communication skills, specifically skills in how to lead difficult conversation. This study focuses on how one educational leadership program prepares its students to navigate challenging situations through the courses in the Conflict Resolution concentration.

Path Analysis of Gender, Race/Ethnicity, and Outcomes on the California Administrator Performance Assessment. Aaron Wisman, California State University, Bakersfield; Debbie N. Meadows, California State University, Bakersfield; Jianjun Wang, N/A; Michael A. Szolowicz, California State University, Bakersfield

> Demographic disparities exist in outcomes of employment and licensure exams across fields, including education. Our analysis sheds light on diversity in California's principal pipeline. Furthermore, we assess relationships between gender, race/ethnicity, and administrator candidate outcomes on the California Administrator Performance Assessment utilizing data from the first 4 years of implementation. The structural equation model supports the hypothesis that gender and race/ethnicity are statistically significant predictors of assessment outcomes. Implications for policy and equity are discussed.

Preparing Instructional Leaders for High-Needs Schools: Practicing Principals' Perceptions of Their University Principal Preparation Programs. Hamada Elfarargy, South Dakota State University; Beverly Irby, Texas A&M University; Rafael Lara-Alecio, Texas A&M University; Fuhui Tong, Texas A&M University

> In this qualitative case study, we investigate the perceptions of six high-needs Title I elementary school principals about how the university principal preparation programs (UPPPs) they attended prepared them on instructional leadership to improve student achievement. Findings indicated that participants did not perceive their UPPPs did not prepare them appropriately on instructional leadership to improve student achievement in their high-needs schools. They also shared a number of recommendations to improve the quality of UPPP.

Facilitator:
> Shelby A. Cosner, University of Illinois at Chicago

080. Rural Educational Leadership
Paper Session
5:15 to 6:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway D
Participants:

Chartering a Spatially Just and Equitable Rural Education Research Agenda. Alex Red Corn, Kansas State University; Jennifer Seelig, NORC at the University of Chicago; Kelly Duane Berry, Kansas State University; Daniella Hall Sutherland, Clemson University; Loni Crumb, N/A

> This paper offers an overview of a national research project focused on rural equity that works to break White Christian farmer rural stereotypes and moves towards the generation of an agenda that will inform both policy and practice for the next generation.

Critical Place Theory for Rural Educational Leaders: Bricolage, Mêtis, and Terroir. Charles L. Lowery, Virginia Tech; Jessica Muniz, Virginia Tech; Leanna Rippey, Virginia Tech; Ashley Cannon, Virginia

Tech

This study examines the concept of place and its influence on rural educational leader identity and practice. In this qualitative case study, we investigate three significant cases of rural school leaders in Appalachian Virginia. Findings are interpreted through the lenses of bricolage (resource innovation), metis (locally-based wisdom), and terroir (the geographic influence of place on identity and ideology).

School Leaders' and Teachers' Perspectives of Teacher Leadership in Rural Schools. William A. Bergeron, University of Alabama; Angela Adair Garrett, Auburn University; Ellen H. Reames, Auburn University; Frances K. Kochan, Auburn University

This study explores principals' and teacher leaders' perception of the selection and utilization of teacher leaders in rural Alabama settings. The study examines key findings indicating shortfalls, such as a flawed selection process and an underutilization of teacher leaders. The selection and utilization of teacher leaders is a topic largely unexamined in the literature yet vital to the progress of creating defined roles of collaboration for principals and teacher leaders, which ultimately impacts student achievement.

Walk in My Shoes: Exploration of the Influence of Ecological Systems on Rural Teacher Experiences. Barbara Hickman, University of Wyoming

This paper offers findings of a concurrent mixed methods study framed in the ecological systems model. The research includes survey responses from 673 rural public school teachers. Researchers analyzed findings to determine systemic influences on teacher experiences. 65% of teachers expressed a desire to leave the teaching profession and described vast shifts in agency due to stakeholder influences at all levels. Findings are presented through categories including accountability, behavior, environment, mindset, instruction, and walk in my shoes.

Facilitator:

Brian An, University of Iowa

081. COVID-19: Principals Navigate the Pandemic in Their Praxis

Paper Session
5:15 to 6:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway E

Participants:

Finding Resilience During the COVID-19 Pandemic: Perspectives From Principals of Color. Meg Stomski, University of California, Berkeley; Aukeem Ballard, University of California, Berkeley; Rebecca Cheung, University of California, Berkeley

This study examines the experiences of principals of color during the COVID-19 pandemic, with a specific focus on stressors and resilience factors that contribute to their well-being. Data were collected from K–12 school principals of color and White principals in California across three time points. Implications for the study include a need to further understand the working conditions of principals of color, to better support their burnout and retention.

Leadership Lessons Learned From COVID-19: Voices From Catholic High School Leaders. Corinne Brion, University of Dayton

Using Smith and Riley's crisis leadership as a conceptual framework, this qualitative study sought to understand the experiences of lay Marianist private school leaders during COVID-19. Currently, there are a limited number of qualitative studies that examine the experiences of Marianist school leaders in times of crisis. This study aims to fill the gap in the literature while also proposing an equity-focused crisis leadership model and providing recommendations to practitioners.

Masking Emotions: School Leaders' Response to the COVID-19 Pandemic. Isela Pena, University of Texas at El Paso; Rodolfo Rincones, University of Texas at El Paso

This study focuses on the impact of COVID-19 on the well-being of school leaders. Specifically, we examine how emotions in leadership intersect with the school leaders' negotiation of their own well-being during the COVID-19 crisis. Utilizing the literature on emotions and school leadership (Beatty, 2007; Hargreaves, 2001; Hochschild, 1983), findings suggest that school leaders masked their emotional response to the COVID-19 pandemic, jeopardizing the well-being of their school

communities, their families, and their own.

School Administrators' Leadership Experiences During the COVID-19 Crisis in Texas, USA. Nathern S. A. Okilwa, University of Texas at San Antonio; Bruce Barnett, University of Texas at San Antonio

COVID-19 presented unprecedented disruption to the education systems across the globe. The purpose of this article is to highlight the aftereffects of the COVID-19 pandemic on schools and examine how school leaders addressed these challenges. This qualitative study utilized an online survey to collect the perspectives of school leaders on the challenging circumstances of the pandemic. The findings are organized by (a) leadership experiences during the pandemic, (b) additional knowledge and skills, and (c) suggestions for preparation programs.

School Priorities in the COVID-19 Pandemic. Adam Kho, University of Southern California; Lam Pham, North Carolina State University; Mario Jackson, North Carolina State University

The rapid transition to virtual learning in March 2020 meant that schools were unable to provide services in ways they previously did and had to make decisions on how to prioritize students' needs. In this study, we use nationally representative survey data of school leaders to examine how schools prioritized academics and instruction, social and emotional well-being, physical health, and behavior of students both during school building closures and in plans for school building reopening postpandemic.

Facilitator:
   Carol A. Mullen, Virginia Tech

082. Understandings and Perspectives on Culturally Responsive School Leadership
Paper Session
5:15 to 6:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway F
Participants:

What Makes a Culturally Responsive School? Leadership Conceptualizations, Enactments, and Implications. Katarina Suwak, University of Pennsylvania; Ryan Fink, University of Pennsylvania; Cailen O'Shea, North Dakota State University; Marianna Fischer, The Leadership Academy; Dinorah Hudson, CUNY; Anna Kushner, Teachers College, Columbia University; Rosa Rivera-McCutchen, Lehman College, CUNY

As the field of educational leadership continues to embrace culturally responsive schooling (CRS) as best practice and the term proliferates, emerging findings from the present study underscore the importance of troubling the field's assumption that CRS is understood and enacted by school leaders in standard ways. Through qualitative interviews as part of a larger study around CRS, the present study explored how school leaders conceptualize, practice and promote CRS.

Charting a New Path for South Asian Hong Kongers: Educators' Perspectives on Culturally Responsive School Leadership. Rubén Antonio Sánchez Hernández, University of Hong Kong; Priya Goel La Londe, University of Hong Kong

This in-depth qualitative case study explores how Hong Kong educators conceptualize cultural responsiveness to better serve South Asian students. Participants identified several practices that are foundational to culturally responsive school leadership, including self-reflection, community engagement, and inclusive teaching and curriculum. They explicated how these practices can be operationalized to support educational opportunity for South Asian Hong Konger students. it invites to continue reimagining the possibilities of leadership informed by community contexts.

Cultivating Culturally Responsive School Leaders. Eskender A. Yousuf, University of Minnesota; Katie Pekel, University of Minnesota; Sara Kemper, University of Minnesota; Regina L. Seabrook, University of Minnesota

A recent survey of Minnesota principals offers insights into the principalship to better understand how we can support school leaders. A theme emerging from the data was school leaders' lack confidence in enacting CRSL, and a desire for more professional development in this area. We provide reflections from a professional development initiative developed in collaboration with the university and the state department of education that seeks to grow school leaders' CRSL understanding and capacity.

Culturally Competent, Responsive and Relevant School Leadership. Tara Indar, University of South Florida; Marie Byrd, University of South Florida

> The racial/ethnic distribution of public school students in the country has shifted greatly as students of color represented 54% of the student population during the 2020 academic year (NCES, 2022). Many students attending public schools lack cultural connections with teachers and administrators, which may contribute to their stagnation academically (Darling-Hammond, et al., 2016; Ladson-Billings, 1995; Lopes-M & Murphey, 2016). This analysis will refine the distinction among culturally competent, responsive, and relevant educational leadership in practice.

Facilitator:
Muhammad Khalifa, Ohio State University

083. Trauma-Informed Practice: Exploring How Human Experiences Impact Leadership and Decision-Making

Paper Session
5:15 to 6:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway G
Participants:

How Personal Trauma History Informs Instructional Leadership Practices. Shaun Shepard, The George Washington University; Christine Nganga, The George Washington University

> As schools adopt strategies to support students who endure adverse childhood experiences (ACEs), few consider the leadership approaches required to create a trauma-informed school. This study examined the leadership practices of instructional leaders in public schools who had experienced ACEs themselves in order to understand how an instructional leaders's trauma history informed their leadership decisions. Results demonstrated that a subset of trauma-affected leaders leveraged specific transformative leadership strategies to establish a trauma-informed school environment.

Leading on Days After: Investigating How the NELP Standards Address Trauma. Christine Thelen-Creps, Michigan State University; Yi-Chih Chiang, Michigan State University; Soon-young Oh, Michigan State University; Emma Taylor, Michigan State University; Talgat Bainazarov, Michigan State University

> Collective trauma impacts the work of school leaders on a regular basis, but little is known about how leaders are prepared for these challenges. This research investigates how the National Educational Leadership Preparation (NELP) standards address trauma. We find that while the NELP standards do not explicitly address trauma, they can be interpreted as implicitly supporting trauma-informed leadership. We analyze our findings using a conceptual framework of "Leading on Days After."

Transformation or Status Quo? School Districts and the Spread and Institutionalization of Trauma-Informed Approaches (TIAs). Lara Altman, Northwestern University

> Trauma-informed approaches (TIAs) are popular in education. While they are urgently needed and potentially transformative, they are challenging to operationalize and may be perpetuating harm, including racism. Drawing on institutional theory and theory of racialized organizations, I use archival data to examine the spread and institutionalization of TIAs by school districts to understand this puzzle of TIAs. By doing so, I advance understanding about if/how TIAs can create equitable and lasting change in education.

When Do We Get to Be Human? A Duoethnography About Assistant Principals, Trauma, and Healing. Dionne L. Davis, Texas State University; Shannon Voigt, Texas State University; Amber Joyce, Texas State University; Griselda Galindo-Vargas, Texas State University

> This research project explores the impact of childhood trauma on the experiences of four BIPOC (Black, Indigenous, and People of Color) women assistant principals. The study aims to contribute to trauma-informed educational leadership through duoethnography by allowing participants to share their stories, analyze their trauma, and provide insights about their leadership journeys. Initial findings highlight how trauma can be triggered in educational settings and emphasizes the importance of promoting inclusive and trauma-informed practices.

Facilitator:

Lisa Maria Grillo, Howard University

084. Negotiating the Role of Social Emotional Learning and Mindfulness in Student Experiences

Paper Session
5:15 to 6:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway H
Participants:

Charting the Impacts and Limitations of Coherence-Minded Tier 1 SEL Practice Implementation. Molly McMahon, Boston College; John Reyes, Boston College

This paper examines the salient characteristics of implementing a series of professional development structures at a K-8 school specifically aimed at addressing student SEL needs while leveraging the use of coherence-building practices that support doption of specific teacher practices. Drawn from a larger study on the implementing schoolwide Tier 1 social-emotional learning practices, the research team examines emergent shifts in practice, mindset, and belief amongst teachers as part of universal, school-based reform efforts.

Implementation of a School-Based Mindfulness Program: Instructor Perceptions of Student Development of Mindfulness and Compassion. Liana Hall, University of Colorado Denver; Kathleen King, North Central College; Susan Jeane Davis, University of Colorado Denver; Julia Mahfouz, University of Colorado Denver; Laura Summers, N/A; Alison Shelby Page Wilson, University of Arkansas; Abhishek Juneja, N/A; Debbie Barley, N/A; Rachel Reist, N/A; Anna Smyth, N/A

There has been recent growth of mindfulness-based programs for children and youth. The increase of school-based mindfulness programs has been accompanied by an interest in having externally hired mindfulness instructors assume responsibility for implementation of mindfulness curricula to improve students' mental and emotional well-being. In this qualitative study, we explore how instructors experience the implementation process over time. The thematic analysis identified several themes that described the shifts, challenges, and supports instructors experienced.

Social-Emotional Learning: The Push and Pull of Implementation. Amie Cieminski, University of Northern Colorado; Sheri Dennstedt, Clear Creek County; Joshua Tutje, N/A

The purpose of this survey research was to describe the implementation of social-emotional learning in one county with diverse student needs. School and district educational leaders, school counselors, and other mental health professionals participated in one-hour interviews with open and closed questions. Findings indicated that many schools have programs in place and that they valued comprehensive programs. Findings also revealed some shifting priorities due to their student or community needs.

"They're Going to Need More Than Academics": The Spread of Changes for Student Well-Being. Lauren Yoshizawa, Colby College

The COVID pandemic disrupted day-to-day practices and introduced new complexity into the norms, regulations, and assumptions that shape educators' work. Among the most notable shifts is the rising attention to and urgency of students' socioemotional well-being and mental health. This mixed methods study draws on organizational and institutional theories to analyze how teachers' and districts' changes to support student well-being spread and persisted across different organizational contexts.

Facilitator:
Nicholas J. Sauers, Georgia State University

085. Organizing and Implementing Competency-Based Advanced Leadership Preparation for Principals

Innovative Session / Mini-Workshop
5:15 to 6:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway I
Changing school leadership preparation is a critical to any "hard reset" in educational leadership.

In this session, participants will engage in exercises that will help them disrupt the status quo in school leadership preparation and professional development. We use as an example, a state-wide competency-based model of principal preparation designed to better serve the diverse needs of school communities and advance equity. Workshop activities focus on challenging and reforming organizational cultures.

Facilitators:
 Gerald LeTendre, Pennsylvania State University
 Amy Morton, National Center on Education and the Economy
 Margaret (Peggy) Schooling, Pennsylvania State University

086. Critical Self-Assessments of Leadership Preparation Programs' Efforts to Spread Improvement Science in Educational Systems

Symposium
5:15 to 6:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway J

The purpose of this symposium is to share and discuss research that addresses three related topics: (a) how educational leadership programs are preparing students to use improvement science in their school systems; (b) whether, to what extent, and for what reasons students are taking up the principles, practices, and mindsets of improvement science in practice; and (c) how faculty in these programs are designing research to study the first two topics in a way that supports continuous program improvement.

Participants:

Improvement Beyond the Dissertation: Exploring How One Program's EdD Alumni Integrate Improvement Science Into Their Leadership and Practice. Maxwell Yurkofsky, Radford University; Sarah Capello, N/A; Edwin Nii Bonney, Clemson University; Brian Kitts, Radford University

Designing the Education Doctorate to Prepare Leaders of Equity-Focused Continuous Improvement: Assessing Program Impact. Margaret Terry Orr, Fordham University; Elizabeth Leisy Stosich, Fordham University

Mitigating Deficit Ideology: Teaching Strategies to Disrupt Deficit Ideology in the Equitable Improvement Process. Rebecca Q. Childs, Western Carolina University; Brandi Hinnant-Crawford, Western Carolina University

Developing Leaders' Mindsets for Equity-Focused Continuous Improvement Through an EdD Program. Elizabeth Arnett Zumpe, University of Oklahoma; Phitsamay Uy, University of Massachusetts Lowell; Abeer Hakouz, University of Massachusetts Lowell; Stacy Szczesiul, University of Massachusetts Lowell

Using Improvement Artifacts as Evidence Into Leaders' Critical Consciousness Development. Maritza Lozano, California State University, Fullerton; Carlos Sandoval, WestEd

Facilitator:
 Maxwell Yurkofsky, Radford University

087. It's More Than Principals: Broadening Understanding to Develop a Research Agenda on Today's School Leaders

Critical Conversations
5:15 to 6:30 pm
Hyatt Regency Minneapolis: Floor 1 - Lakeshore A

Educational leadership preparation and practice seem to continue viewing leadership through the lens of formal roles (e.g., principals, assistant principals). This narrow perspective continues to exclude a range of people who engage in leadership in schools, such as teacher leaders. This critical conversation is intended to serve as a springboard for broadening how the field considers, supports, and studies the work of leaders—broadly defined—in what we term a school's "leadership and management space."

Facilitators:
    Wesley Henry, Central Connecticut State University
    Bryan A. VanGronigen, University of Delaware
    Meredith Lea Wronowski, University of Dayton

088. Fostering Asian American and Pacific Islander Research Agendas in Educational Leadership
Critical Conversations
5:15 to 6:30 pm
Hyatt Regency Minneapolis: Floor 1 - Lakeshore B

The purpose of this interactive session is to convene Asian American and Pacific Islander (AAPI) scholars, activists, and antiracist co-conspirators to co-create a space of solidarity for co-developing anti-oppressive intellectual agendas regarding AAPI communities in the field of educational leadership. This session will be facilitated by 14 equity-oriented AAPI scholars and use a problem-posing approach to engage session participants in a series of informal and stimulating questions about the research, policies, and practices of AAPIs.

Facilitators:
    Dottie H. Alo, University of Utah
    Ethan Chang, University of Hawai'i at Manoa
    Ann M. Ishimaru, University of Washington
    Taeyeon Kim, University of Nebraska–Lincoln
    Van Lac, University of Texas at San Antonio
    Se Woong Lee, University of Missouri
    Grace J. Liang, Kansas State University
    Daniel D. Liou, Arizona State University
    David Hoa Khoa Nguyen, Indiana University–Purdue University Indianapolis
    Thu-Suong Nguyen, Indiana University–Purdue University Indianapolis
    Aditi Rajendran, University of Minnesota
    Karen Ramlackhan, University of South Florida
    Manali Sheth, University of Illinois at Chicago
    Irene H. Yoon, University of Utah

089. What Do You Mean by Social Justice? Preparing Social Justice Leaders in EdD Programs
Critical Conversations
5:15 to 6:30 pm
Hyatt Regency Minneapolis: Floor 1 - Lakeshore C

This session features findings from our multi-institutional study focused on understanding the messages students receive about social justice leadership via course content in educational leadership EdD programs. We explore what social justice means in these preparation programs at a time when engaging in practices of justice and equity are restricted through policy and sociopolitical climates. This session will be an interactive conversation that will contribute to collective learning about how we prepare social justice leaders.

Facilitators:
    Joy Howard, Western Carolina University
    Qianna Lachaud, Georgia State University

090. Roundtable B
Roundtable Session
5:15 to 6:30 pm
Hyatt Regency Minneapolis: Floor 2 - Mirage

090-2. Interrupting Anti-LGBTQIA+ Exclusion

Participants:

Mo'olelo of the Stones of Kapaemahu: Indigenous Trans* and Gender Creative Youth Healing and Empowerment. Francoise Bell, University of Wisconsin–Madison

Transfuturist Framework for Education: Reimagining "Success" for Trans and Nonbinary Students in K-12 Schools. SJ Hemmerich, University of Wisconsin–Madison

What is the Role of P12 Administrators in Addressing the Rise in Antitrans Legislation? Klaudia Fay Neufeld, University of Denver

090-3. Resetting Relationships With Racially Minoritized School Communities

Participants:

A Hard Reset: Interrogating Researcher Entry Into a Rural Latina/o/x Community. Amanda Jo Cordova, North Dakota State University

Do Educator Growth Mindset and Student Sense of Belonging Shape Racially Minoritized Students' Science Identity? Joonkil Ahn, University of Arizona

Student Walk Out Signaling a Hard Reset for Collective School Decision-Making. Izamar del Rosario D. Ortiz-Gonzalez, University of California, Davis

090-4. Leveraging Radical Care Leadership to Create Schools That Are Caring and Repairing Spaces

Participants:

Caring and Repairing: Imagining a Framework for Ethical Leadership in Response to Florida's Educational Crisis. Brianne L. Reck, University of South Florida; Berit Van Neste, University of South Florida

Leveraging Radical Care Leadership: African American Female Secondary Principals Leading With Love. Pamela Gray, New Mexico State University

Schools as Caring Spaces: Morale, Professional Identity and Otras Yerbas in Secondary Public Schools in Uruguay. Maria Magdalena Ureta Viroga, Texas State University

090-5. What Principals Need to Know About Special Education, Student Services, and Compassion

Participants:

Principal Prep2Practice: Additional Student Services Knowledge Required in Administrative Preparation Programs. Reva Mathieu-Sher, Duquesne University; Fran Serenka, Duquesne University

Virtual Simulations for Leaders' Skills Development: Compassion During Difficult Conversations. Kristina N. LaVenia, Bowling Green State University; Kara Lasater, University of Arkansas

What Principals Need to Know to Support Special Education. Mallory W. Poole, University of Utah; Andrea K. Rorrer, University of Utah

090-6. School Leadership During COVID

Participants:

Conceptions of Sensemaking in Change and Chaos. Andrea M. O'Sullivan, University of South Florida

Leveraging Crisis for Social Justice: The COVID-19 Experience in Three Urban Districts. Jay Scribner, Old Dominion University; Karen L. Sanzo, Old Dominion University; Kimberley Cossey, N/A

Understanding the Challenges of Educational Leaders in a "Post" COVID World. Rachel Radina, Eastern Michigan University

090-7. Educator Workforce Diversity

Participants:

Building to the Future: Examining Sustainable School District Retention Strategies for Educators of Color. Steven M. Autieri, University of Connecticut

Does a Rational and Standardized HR Redesign Improve School Leadership Diversity? Henry Tran, University of South Carolina; David Buckman, University of West Georgia; Simone A. F. Gause, Coastal Carolina University; Suzy Hardie, University of South Carolina

Exploring Differential Pathways to Teaching for Black, Brown, and Indigenous and White Minnesotans. Alyssa Parr, University of Minnesota; Mengchen Su, University of Minnesota; Chelsea Kaihoi, N/A

090-8. The Other Intersectionality: Traversing the Crossroads of School Boards, District Leadership and Organizational Theory

Participants:

Closing the Feedback Loop From District to Student. Rebecca Lynne Taylor, Hamilton County Schools; Leslie Trail, Rutherford County Schools; Maria Johnson, Murfreesboro City Schools

Moral Disengagement and the Nice White School Board. Davis Clement, Eastern Michigan University; Brandon Mitchell, N/A

Superintendents as Social Justice Advocates for African American Female Students in STEM. Shawn Joseph, Howard University; Khalid Arar, Texas State University

Implementing Along a Continuum: Comparing the Embedded Agency of Leaders and the Coupling Orientation of Systems. Whitney Hegseth, Boston College

090-9. Emerging Issues and Possibilities in Educational Leadership, Research, and Reform

Participants:

School Employee Perpetuated Child Sexual Abuse (CSA): Lessons From a Pilot Study. Emiola Oyefuga, Virginia Commonwealth University; Andrew Ortiz, Child USA; Charol Shakeshaft, Virginia Commonwealth University; Kellie Carlyle, N/A; Abigail Conley, N/A; Robert Perera, N/A

The Potential of Logic Models as Boundary Objects Between Educational Leadership and Research. Alison Fox Resnick, University of Colorado Boulder; Caitlin Farrell, University of Colorado Boulder; Terrenda White, University of Colorado Boulder; Brian Lightfoot, University of Colorado Boulder

The Role of Technology in a Hard Reset of School Leadership. Anna Sun, Rowan University

Variability and Discretion in Veteran Secondary Teacher Gradebooks. Kenneth J. Daly, University of Connecticut

090-10. Caring for the Whole Child: Studies Exploring the Mental Health and Emotional Well-Being of Students

UCEA Convention

Roundtable

Participants:

Latina Graduate Students' Experiences and the Healing Role of Mentoring. Hilda Cecilia Contreras Aguirre, New Mexico State University

Moving Upstream: Youth Mental Health Promotion in a Multisector System to Close Opportunity Gaps. Katherine Somerville, University of Colorado Boulder; Christopher Saldaña, University of Wisconsin–Madison

Responsive Leadership Through Transition: Teacher Mental/Emotional Health Supports. Jennifer Lynn Bailey, University of Texas at Tyler; Meghan Buchanan, Texas State University

090-11. Educational Leadership in Diverse Contexts

Participants:

A Cross-Cultural Typology of Principals' Time Use: Exploring the Effects of Contextual and Individual Factors. Yan Liu, University of North Carolina at Wilmington; Sedat Gumus, The Education University of Hong Kong; Mehmet Sukru Bellibas, Adiyaman University; Moosung Lee, Yonsei University

Data-Informed Leadership: Elaborating Mission Measurement. Mary Frances Jones, University of Notre Dame; Julie Dallavis, University of Southern California

Examining How School Leaders Can Facilitate Community Connectedness in the Early Years of Elementary School. Christopher Pierce Brown, University of Texas at Austin; Lauren C. Mcenzie, University of Texas at Austin; Pedro Reyes, University of Texas at Austin

091. Curriculum Resources for Equity-Centered Leader Preparation: What Are They? How Can They Be Used Effectively?

Critical Conversations
5:15 to 6:30 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet D1

This session is designed to address one key element that surfaced in a well-attended EdPrepLab-organized Critical Conversation at UCEA 2022, "Preparing Race-Conscious, Equity-Focused School Leaders." We provide a forum for critical discussion of the curricular RESOURCES that discussants have found most valuable, even indispensable, for preparing equity-centered, race-conscious school leaders—and how those materials are most effectively used.

Facilitators:
Nancy Parachini, University of California, Los Angeles
Steve Tozer, University of Illinois at Chicago
Patricia Virella, Montclair State University

092. Healing and Unsilencing: An LGBTQIA Critical Conversation

Critical Conversations
5:15 to 6:30 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet D2

Queer and trans folx do not have the luxury of the "mental health reset" for which this year's convention calls. Our fundamental rights to physical safety, medical attention, and inclusion in schools are under attack, especially in schools. Most immediately, we need spaces to grieve, speak, or simply exist in community. The purpose of our critical conversation will be to share the role our work plays in healing and facilitate a restorative circle. All are welcome.

Facilitators:
Judy Alston, Miami University
Bryan J Duarte, Purdue University
Frank Hernandez, Texas Christian University
Meg Johnson, University of Massachusetts Lowell
James W. Koschoreck, Texas State University
Hilary Lustick, University of Massachusetts Lowell
Mollie McQuillan, University of Wisconsin–Madison
Michael Ota, Texas State University

093. Understanding How Sociocultural and Historical Contexts Shape Equity-Focused Leadership Practice in Urban Districts

Critical Conversations
5:15 to 6:30 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet D3

To reset, or effectively dismantle systemic oppression, a focus on sustainable equity-oriented leadership practices is necessary. Using data from eight large, urban school districts, we explore

how sociocultural and historical contexts shape the ways school districts create and sustain policies and practices designed to support educational equity. This session will engage participants to imagine what it could mean for districts to engage in the hard reset required to establish equity-centered leadership for urban school students.

Facilitators:
   Joshua Childs, University of Texas at Austin
   Ain Grooms, University of Wisconsin–Madison
   Eligio Martinez Jr., Claremont Graduate University
   April L. Peters-Hawkins, University of Houston

094. Reception in Honor of UCEA Past Presidents
Reception
7:00 to 8:30 pm
Hyatt Regency Minneapolis: Floor 2 - Northwoods
See call-out box

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Reception in Honor of UCEA Past Presidents

UCEA Executive Director Mónica Byrne-Jiménez and Immediate Past President Carol A. Mullen welcome all UCEA participants to the Convention Opening Reception and extend a special welcome to those faculty from new UCEA member institutions. The reception was established in honor of the contributions made to the field and the UCEA consortium by UCEA's past presidents. See the end of the program for a list of UCEA past presidents.

Session 094   Thursday Nov. 16   7:00–8:30 pm
Hyatt Regency Minneapolis: Floor 2 - Northwoods

Friday Nov. 17

095. Equity, Reform and K12 Education Policies
Paper Session
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 2 - Greenway A
Participants:

Assessing the Effects of Alternative High School Graduation Policies on Education and Workforce Outcomes. Toni Templeton, University of Houston; Rhoda Freelon, University of Houston; Fiza Mairaj, University of Texas at Austin
   The goal of this study is to examine the ways an alternative policy to traditional high school exit exams may play a role in reducing inequality in high school graduation, postsecondary education, and employment opportunities. Guided by the Strategic Racial Equity Framework, this study employs regression discontinuity to analyze a state-wide longitudinal individual-level dataset to investigate the effects of the Texas Individual Graduation Committee on higher education and workforce outcomes.

Automatic Reclassification: An Approach to Advance English Learner Equity? Caroline Bartlett, Michigan State University; Madeline Mavrogordato, Michigan State University; Joseph Cimpian, New York University
   English learners (ELs) require additional linguistic support to meaningfully access academic content in English. EL status is intended to be temporary, providing students with support as they learn English alongside academic content. Once students reach English proficiency they should reclassify, but many do not. We use a difference-in-regression discontinuity design to examine the effect of shifting reclassification procedures in Michigan. Findings indicate that shifting statewide reclassification policies substantially increased qualifying students' likelihood of reclassifying.

Race, Social Class, and Open Enrollment: Inequity in Access to a School Oasis. Melanie Bertrand, University of Arizona; Carrie Sampson, Arizona State University; David Garcia, Arizona State University; Matthew Hom, Yale Alumni Association
   Our research contributes to literature on both open enrollment and magnet schools in examining City Garden Elementary, a well-resourced magnet-type school in a district serving a majority of students of color and/or working-class students in underresourced schools. We use the lenses of critical policy analysis and Whiteness as property to explore how parents, district administrators, and board members understand the unequal distribution of resources associated with attending this open-enrollment, magnet-type school.

Resetting School Finance for Educational Equity. Toni Templeton, University of Houston; Mariam Mariam, University of Houston
   Analyzing publicly available district- and campus-level data from Texas, the purpose of this research is to understand school and district resource allocations that have hindered and those that have promoted equitable school spending within and across districts.
Facilitator:
   Sarah Zuckerman, University of Nebraska–Lincoln

096. Advancing Equity in Educational Leadership: Examining Models of Equity Centered Leadership
Paper Session
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 2 - Greenway B
Participants:

Collective Responsibility and Race-Consciousness: School Leaders Advancing Equity Under Current Challenges. Osly J. Flores, University of Illinois at Urbana-Champaign; Sierra B. Stern, University of Pittsburgh; Michael Gerard Gunzenhauser, University of Pittsburgh

We build upon our previous work on enacting equity in K-12 schools, in which we found widespread agreement on the importance of caring among school leaders but broad divergence on race-consciousness and caring relations with students of color. Thus, we seek to understand more deeply how school leaders leverage collective responsibility to advance equity. We convey distinct visions of equity and the challenges to enacting collective responsibility and advancing equity school leaders face.

Growing for Justice: A New, Developmental Model for Equity-Centering Leadership. Ellie E. Drago-Severson, Teachers College, Columbia University; Jessica Blum-DeStefano, Bank Street College; Deborah Brooks-Lawrence, Teachers College, Columbia University

Drawing from in-depth qualitative interviews and developmental assessments with 50 educational leaders in various roles from across the United States, this paper presents a developmental model of justice-centering educational leadership. More specifically, it maps overlapping, synergistic, and increasingly expansive leadership practices for centering justice in education and connects growth along this continuum to specific developmental capacities that serve as entry points into different domains. Implications for leadership preparation, development, and in-service professional learning are discussed.

Iowa's Educational Leaders Making Sense of Equity Concerns in Schools and Districts. Ain Grooms, University of Wisconsin–Madison; Liz Hollingworth, University of Iowa; SJ Hemmerich, University of Wisconsin–Madison

This convergent parallel mixed-methods study, guided by sensemaking theory, seeks to understanding how principals and superintendents across Iowa make sense of and respond to equity issues in their schools. Findings from the electronic survey indicate that Iowa educational leaders believe they need more training in their leadership preparation programs to develop the tools and skills necessary to dismantle the racial and gender/LGBTQ+ inequities that continue to persist in public schools.

Leading From Equity: Changing and Organizing for Deeper Learning. Taeyeon Kim, University of Nebraska–Lincoln; Minseok Yang, University of Missouri; Yujin Oh, Michigan State University

The purpose of this study is to explore how educational leaders in Korea understood equity and organized changes to support deeper learning during COVID-19, by addressing the following questions: How did educational leaders adopt equity as a stance informed by social and policy narratives during the pandemic? How did they organize changes to support deeper learning to achieve equitable outcomes in schools?

Attitudes and Practices of Rural Educators That Dismantle Systemic Inequity. Kristina Astrid Hesbol, University of Denver; Kent Seidel, University of Colorado Denver

This practice–research partnership identified previously unseen structural barriers that perpetuate inequity for historically marginalized students in six rural/remote communities, including one sovereign nation. Data were collected twice annually, including interviews, surveys, and de-identified school data, to examine progress toward becoming culturally responsive and inclusive rural schools. Participants will share effective strategies to identify students' cultural wealth and shift the attitudes and practices of rural teachers and principals to create equitable, inclusive schools for all students.

Facilitator:

Tiffanie Lewis-Durham, University of North Carolina at Greensboro

097. Navigating Teacher Shortage: Creating Favorable Conditions for Teacher Retention

Paper Session

8:00 to 9:10 am

Hyatt Regency Minneapolis: Floor 2 - Greenway C

Participants:

Creating the Conditions for Increased Teacher Retention and Student Learning: A Model for

Leadership Development. Hans Klar, Clemson University; Noelle A. Paufler, Clemson University; Angie Carter, Clemson University; Cindy Roper, Clemson University; Susan E. Purser, Clemson University; Betty Bagley, Clemson University

School leaders can significantly influence the conditions that affect teacher retention. Yet, leaders in rural and high-poverty schools often face limited opportunities to enhance their abilities to provide instructional support, foster a positive culture, and improve organizational conditions; practices that can increase teacher retention. In this paper, we describe the preliminary findings of a 3-year study to illustrate how participating in a school leadership development model enhanced participants' leadership and coaching practices related to teacher retention.

Teacher–Principal Race Similarity and Teacher Retention: Evidence From National Data. Margaret Dawson-Amoah, University of Southern California; Adam Kho, University of Southern California; Samantha Viano, George Mason University

The United States is facing the challenge of retaining teachers, particularly those from minority races. Research shows that teachers working under principals of the same race are less likely to leave the profession. We extend research on race congruence by examining how teacher attrition is affected by race-similar principals. Findings indicate that race-similarity can help reduce teacher attrition. These results have important implications for retaining minority teachers in schools and the profession.

Teacher Retention by Certification Pathway: Policy Reset for Campus Leaders. Pedro Reyes, University of Texas at Austin; Janet Solis Rodriguez, University of Texas at Austin; Celeste Alexander, University of Texas at Austin

A growing number of teachers have received their certification credentials through alternative pathways, but results are mixed on which certification pathways produce high retention rates. Furthermore, little is known about how contextual factors contribute to the retention of traditionally and alternatively certified teachers. In our study, we draw from 10 years of recent longitudinal state administrative educator data and disaggregate results by certification pathway to ascertain how these factors influence traditionally and alternatively certified teachers.

We Can Keep Them Here: Linking Value Conflicts to Teacher Retention Strategies. Andrew Pendola, Auburn University; Kari Smith-Murphy, Auburn University

In order to address teacher shortages, this mixed methods study identifies root-cause value conflicts that lead to teacher dissatisfaction and turnover. Through focus groups and a state representative survey, we identify eight major value conflicts, along with their prevalence and intensity. Next, we identify a series of cost-neutral and context independent strategies linked to each value conflict. We aim to help school leaders manage teacher satisfaction and reduce turnover.

Facilitator:

Marisa Cannata, Vanderbilt University

098. Crisis Leadership: Teacher and Student Implications and Perspectives

Paper Session
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 2 - Greenway D
Participants:

Murky Waters, Natural Disasters, and Hurricane Harvey's Homeless: Implications for Educational Leadership During Crises. Cheyenne Phillips, Southern Methodist University; Meredith Richards, Southern Methodist University; Alexandra E. Pavlakis, Southern Methodist University; Maria Hernandez, N/A; J. Kessa Roberts, Utah State University

This study examines the impacts of becoming homeless due to natural disaster vs. "traditional" pathways in Houston Independent School District, which was hit by Hurricane Harvey in 2017. Using student-level data and interviews with parents experiencing homelessness and district, school, and community leaders, we find becoming homeless from Harvey is associated with higher attendance and achievement and more disciplinary infractions than becoming homeless due to traditional reasons. Implications for educational leadership during crises are discussed.

Relevant to Whom? Exploring the Guidance Educators Received on the Days After the Capitol

Insurrection. Kristina Brezicha, Georgia State University; Alison Shelby Page Wilson, University of Arkansas

Following the Capitol Insurrection, educators received mixed messages about if and how to talk to their students or staff about this historic event. Drawing on a national survey of leaders and teachers, we explore the type of guidance educators received and how their state political context may have related to this guidance. We conclude with a discussion the types of support teachers and leaders need in the wake of a crisis like the Capitol Insurrection.

Facilitator:
W. Kyle Ingle, University of Louisville

099. Making Sense of Instructional Leadership, Evaluation, and Professional Learning
Paper Session
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 2 - Greenway E
Participants:

How Organizational Management Supports Instructional Leadership. Haim Shaked, Hemdat College of Education

Previous studies found that principals must be involved in both instructional leadership and organizational management. The current study explored how the former supports the latter. The study participants were 28 principals. Data were collected through semistructured interviews. Data analysis revealed that the eight functions of organizational management support four main aspects of instructional leadership: (a) developing a positive learning climate, (b) improving teaching quality, (c) realizing the school instructional vision, and (d) enabling instructional leadership.

Principals' Sensemaking: A Case Study of Districtwide Teacher Professional Development in Science of Reading Implementation. Sally Zepeda, University of Georgia; Salih Cevik, University of Georgia; Ali Cagatay Kilinc, Karabuk University

Examining a districtwide teacher professional development program centered on Science of Reading (SOR) implementation, this case study focuses on how principals perceive and understand the teacher professional learning. This study uncovers that principals' prior experiences and the local context greatly shape their sensemaking of new practices. The study emphasizes the challenges principals face and stresses the importance of flexibility, support, and tailored training for principals based on their unique sensemaking processes.

Teachers' and Principals' Understandings of Teacher Evaluation Related to Differentiated Instruction: A Cross-Case Analysis. Salih Cevik, University of Georgia

This study examines how teachers and principals interpret teacher evaluation processes for differentiated instruction. It analyzes individual and collective experiences, using a theoretical framework combining differentiated instruction theory and sensemaking theory. Through interviews and document analysis, it uncovers similarities and differences in definitions and practices. The findings contribute to the literature on differentiated instruction and provide insights for implementing standardized teacher evaluation policies.

The (In)Consistency of Teacher Survey Responses About Teacher Evaluation Implementation: Implications for Principal Professional Development. Seth Baxter Hunter, George Mason University

Principal effectiveness varies substantially and is distributed across schools inequitably, underscoring the importance of effective principal professional development (PPD), which begins by using needs assessments to inform PPD content. A researcher–practitioner partnership assessed principal needs via monthly teacher surveys about specific teacher evaluation skills. While internal consistencies were high, test–rest reliabilities were low, implying that reports regarding the quality of specific principal practices may fluctuate substantially over short periods, hampering the design of effective PPD.

Facilitator:
Haim Shaked, Hemdat College of Education

100. Resist and Chill: Can Educational Leaders Resist Anti-CRT Laws and Their "Chilling" Effects?

Symposium
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 2 - Greenway F

Anti-CRT and anti-equity laws have a "chilling effect" on education. The purpose of this year's UCEA Convention is to mentally "reset" ourselves and our schools: to heal from the past several years and brace ourselves for what is to come. This symposium features three different studies—one in Florida, one in New Hampshire, and one nationwide—about the innovative ways school and district leaders are finding to confront inequity despite their chilling political climate.

Participants:

Restorative Justice in the Florida Context: Are Relationships Enough? Hilary Lustick, University of Massachusetts Lowell; Alounso Antonio Gilzene, Florida State University

Do I Matter? Black and Trans Students' Perceptions. Thomas Waldron, University of Massachusetts Lowell

The Impact of CRT Legislature on the Future of Instructional Leadership: How Do Aspiring Leaders in Principal Preparation Programs Imagine a Hard Reset? Charles L. Lowery, Virginia Tech; Chetanath Gautam, Delaware State University; Michael E. Hess, Ohio University

Facilitator:
   Hilary Lustick, University of Massachusetts Lowell

101. Leader and Teacher Experiences During COVID

Paper Session
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 2 - Greenway G

Participants:

Autonomy Supported Leadership and Teacher Well-Being: A Longitudinal Qualitative Analysis From COVID-19. Karen E. McIntush, University of Houston; Jeffrey Keese, N/A
   After the COVID-19 shutdown, school was changed forever, calling for a hard reset for district and campus leaders as they now manage teacher well-being. This longitudinal qualitative study examined experiences of fourteen teachers' perceptions of autonomy-supportive and autonomy-thwarted leadership practices using self-determination theory. Findings point to the use of autonomy-thwarted practices contributed to increased teacher stress and emotional exhaustion, while autonomy-supported practices empowered teachers' decision-making. Implications for leaders' autonomy-supported practices will be discussed.

Finding the Third Space in Principal Leadership During the COVID Pandemic. James A. Zoll, University of North Georgia; Sheri Carmel Hardee, University of North Georgia; Beth Hebert, University of North Georgia
   School administration has never been immune to the impact of what is occurring in the community manifesting itself within the building. COVID-19, however, introduced a higher level of increased demand, political backlash, and public dissatisfaction. Principals had to diffuse the notion of normal, change communication approaches, balance the needs of the community, and create new spaces for meaning. Using the concept of the third space, we demonstrate how they implemented these spaces.

Leading During Crisis: State and District Leaders' Equity-Focused Practices During COVID-19. Ogechi Irondi, University of Pittsburgh; Hayley Weddle, University of Pittsburgh; Ayesha Hashim, N/A
   The COVID-19 pandemic exacerbated equity issues spanning race, disability, language, and socioeconomic status. However, few studies examine the ways that district or state leaders consider equity in their decision-making during an educational crisis. The purpose of this study is to examine how K-12 state and district leaders conceptualized equity and actualized equitable policies and practices during COVID-19. Our findings demonstrate the need for partnerships across educational levels to promote equity-oriented change in systems, practices, and policies.

The Relationship Between Collective Efficacy and Teachers' Intent to Stay During the COVID-19 Pandemic. Rochelle Lea Maynard, Ball State University; Serena Jean Salloum, Ball State University
At present, the U.S. education system faces a teacher shortage, exacerbated by COVID-19. Previous research illustrates teachers' working conditions relate to their intent to stay. In this quantitative study, we investigate a particular aspect of working conditions, collective efficacy, to understand if teachers' beliefs in their conjoint capabilities mitigates their commitment. The results of the multilevel model suggested that collective efficacy, beyond working conditions, has a positive and significant relationship with teachers' intent to stay.

Facilitator:
Martinette Venable Horner, University of North Carolina at Chapel Hill

102. Responding to Racial Battle Fatigue in Graduate Courses: Introducing Racial Affinity Groups

Symposium
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 2 - Greenway H

With the effects of racial microaggressions (Sue et al., 2007) and resulting racial battle fatigue (Smith, 2016) for students of color as the backdrop, faculty from a predominantly White midwestern university introduced racial affinity groups as an instructional method to improve the learning experience for graduate students of color. Students participated in content through racial affinity groups for one semester. Survey results showed significant psychological and physiological benefits among participating students.

Participants:
Beatriz DeSantiago-Fjelstad, Minnesota State University–Mankato
Bernadeia Johnson, Minnesota State University–Mankato

Facilitator:
Joel Paul Leer, Minnesota State University–Mankato

103. Leveraging Improvement Science to Strengthen Culturally Responsive-Sustaining Leadership as Part of the Dissertation in Practice

Symposium
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 2 - Greenway I

Improvement science has emerged as a promising approach for leading equity-focused continuous improvement in schools and districts. The four case studies in this symposium explore the efforts of EdD graduates who used improvement science in their Dissertation in Practice to advance culturally responsive-sustaining leadership (CRSL) and the implications for strengthening leadership for equity-focused continuous improvement. These studies address CRSL focused on strengthening leaders' critical self-awareness, culturally responsive instructional leadership, and engaging with families and communities.

Participants:

Cultivating Resilience for District Women Administrators of Color as Equity Leaders in Predominantly White Districts. Lizzette Ruiz-Giovinazzi, Nyack Public Schools

Mirror Work: Impacting Culturally Responsive Practices Through Racial Literacy, Cultural Competence, and Professional Learning. Denise Williams, Fordham University

What About Your Friends: Using A CFG To Make CRSE Instructional Approaches Practical and Palpable in Secondary Classrooms. Andrine Wilson, Fordham University

Cocreating Space for Engagement in Numeracy Education: Empowering Familial Linguistic Capital. Melissa Nadeau, Danbury Public Schools

Facilitator:
Elizabeth Leisy Stosich, Fordham University

104. Empathy as an Approach to Equity-Focused Continuous Improvement

Innovative Session / Mini-Workshop
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 2 - Greenway J

This interactive 2-hour Mini-Workshop will use tools and approaches from design thinking and improvement science to teach active listening skills, perspective taking, and providing and receiving feedback. Participants will be able to design and conduct empathy interviews, examine key takeaways from the interviews by creating an empathy map, and use the principles and tools of design thinking and improvement science to identify and test human-centered solutions and measure their impact.

Facilitator:
   Manuelito Biag, Carnegie Foundation for the Advancement of Teaching

105. Counting Up the Costs: Black Women Serving in Educational Leadership

Critical Conversations
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 1 - Lakeshore A

The lack of Black women leaders (BWELs) is a problem that will continue to worsen as the number of Black educators declines. Scholars have yet to give much attention to BWELs' job-related stress, reasons for leaving the profession, and how school boards and districts can support them. We will critically discuss BWELs across four areas: leadership stance and practice; cost of leadership/ambition in their lives; realization of missed opportunities; and acceptance, preservation, and liberation.

Facilitators:
   Tiffany Aaron, University of Florida
   April L. Peters-Hawkins, University of Houston

106. Imagining a Hard Reset of Academic Freedom in Educational Leadership

Critical Conversations
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 1 - Lakeshore B

Imagining a hard reset of academic freedom requires us to examine the underlying motives and purposes of our individual research, teaching, and service and how we interact with one another. Participants in this critical conversation will be asked to consider: How can we enact the tenets of academic freedom in a way that does not silence the voices of those who may not agree with our own individual mindset, value system, and identity?

Facilitator:
   Barbara L. Pazey, University of North Texas

107. Leveraging Critical Theories to Understand the Leadership Practices of Racially Marginalized Youth in K-12 Schools

Critical Conversations
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 1 - Lakeshore C

This critical conversation seeks to reenvision racially marginalized students as present-day leaders and drivers of school, community, and social change. We guide our conversation based on these questions: How do racially marginalized youth engage as transformative educational leaders in their school settings? How can critical theories help scholars and practitioners understand the ways in which racialized youth engage in transformative school leadership?

Participants:
   Ashley Dominguez, University of Arizona
   Leyda W. Garcia, Loyola Marymount University
   Manali Sheth, University of Illinois at Chicago

Facilitators:
    Van Lac, University of Texas at San Antonio
    Courtney Camille Mauldin, Syracuse University
    Jason Deric Salisbury, University of Illinois at Chicago

108. Beyond the Black/White Binary in District Integration, Enrollment, and Diversity Plans: A Critical Conversation

Critical Conversations
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 1 - Nicollet D1

This session offers an opportunity for educational leaders and researchers to collaboratively grapple with a pressing question: What can and should public schools look like in a multiracial democracy? Drawing on a research–practice partnership that uses innovative models of community engagement in enrollment planning, we will discuss contemporary goals and processes for creating district diversity plans. Participants will reflect on their local contexts and generate strategies in conversation with individuals from other districts and regions.

Facilitators:
    Alexandra J. Freidus, University of Connecticut
    Erica Turner, University of Wisconsin–Madison
    Adriana Villavicencio, University of California, Irvine

109. Standardized Testing and the Racial Implications of Data Use

Critical Conversations
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 1 - Nicollet D2

Testing affects the lives of Americans in a profound way. Testing is pervasive and powerful in its influence on modern life. Testing is also difficult to check and control even when its influence appears to be unfair and/or counterproductive to the welfare of those being tested. This session will further examine the use of standardized testing and the racial implications of data use.

Participants:
    Antonio Ellis, American University
    Toks Fashola, American University
    William Thomas IV, American University

Facilitator:
    Phelton Cortez Moss, American University

110. The Damages of Incivility: "Resetting" Educational Spaces Through Compassionate Leadership

Critical Conversations
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 1 - Nicollet D3

The purpose of this session is to facilitate critical conversations among participants about incivility in educational leadership. Session attendees will discuss how incivility threatens the well-being and sustainability of educational communities; examine challenges that contribute to the deprofessionalization of teachers, leaders, and faculty members; and innovatively consider how compassionate leadership could serve as a "hard reset" for educational communities by reorienting schools, districts, and university programs toward kindness, care, and compassion for others.

111. Community of Caring Session: Introduction

Special Session
9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Greenway A

Before breaking into small healing circles, Dr. River-McCutchen will help to set the stage for important conversations by describing her work on "Radical Care."

See call-out box

Facilitator:

    Rosa Rivera-McCutchen, Lehman College CUNY

New! Community of Caring

Even before COVID, we were beginning to feel the strain from an increasingly demanding and dehumanizing world. As we juggle the responsibilities of work and family with navigating political vitriol and racial divisions, we are left exhausted. COVID exacerbated this. Even now we are still adjusting to an existence where COVID is a permanent part of our shared reality. Issues of balance and self-care have dominated much of popular culture as the antidote to all this. We strive to find ways of achieving greater balance and self-care. In some ways, this has led to even more isolation from the communities and habits that have sustained us over time. Our radical care-inspired sessions will serve as a space of hope in uncertain times and focus on re/connecting with ourselves, our colleagues, and our field. We will begin in a large group and then break out into smaller concurrent groups to engage in healing conversations that will rekindle our commitments to what drives us—our centers of gravity—and what brings us joy. "Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare." – Audre Lorde, *A Burst of Light*

Sessions 111–118   Friday Nov. 17   9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Greenway A–H

Options:

    111. Introduction: Greenway A

    112. International/Global Scholars/Students: Greenway B

    113. Leadership Love Letters: C

    114. LGBTQ+: Greenway D

    115. Men of Color: Greenway E

    116. New/Junior Faculty: Greenway F

    117. Senior Faculty: Greenway G

    118. Women of Color: Greenway H

112. Community of Caring Session: International/Global Scholars/Students
Special Session
9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Greenway B
See call-out box
Facilitators:

Zorka Karanxha, University of South Florida
Mario Jackson, North Carolina State University

113. Community of Caring Session: Leadership Love Letters

Special Session
9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Greenway C
See call-out box

Closed session; Invitation only

Facilitators:
Mónica Byrne-Jiménez, Michigan State University
Irene H. Yoon, University of Utah

114. Community of Caring Session: LGBTQ+

Special Session
9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Greenway D
See call-out box

Facilitators:
Frank Hernandez, Texas Christian University
Carol A. Mullen, Virginia Tech

115. Community of Caring Session: Men of Color

Special Session
9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Greenway E
See call-out box

Facilitators:
Kofi Lomotey, Western Carolina University
Darrius A. Stanley, University of Minnesota

116. Community of Caring Session: New/Junior Faculty

Special Session
9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Greenway F
See call-out box

Facilitators:
Davis Clement, Eastern Michigan University
Daniel Moraguez, Florida State University

117. Community of Caring Session: Senior Faculty

Special Session
9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Greenway G
See call-out box

Facilitators:
Bruce Barnett, University of Texas at San Antonio
Maria Luisa Gonzalez, University of Texas at El Paso

118. Community of Caring Session: Women of Color

Special Session
9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Greenway H
See call-out box
Facilitators:
   Lisa Bass, North Carolina State University
   Khaula Murtadha, Indiana University–Purdue University Indianapolis

General Session II: UCEA–Wallace Town Hall: Growing Organizational Equity-Focused Coalitions

Equity. Social justice. Antiracism … words that continue to be contested terrain in classrooms, communities, and governing boards across the country, in both pK-12 and higher education settings. Leaders at all levels are facing challenges about how to lead and what to lead towards. Whether it is book bans, the dismantling of DEI efforts or the end of affirmative action, we know that across the country school, district, and higher education leaders are feeling intense pressures to respond to the myriad of political and social forces that distract them from their core mission to educate each and every student. This current context is undermining the work of educational leaders, those who prepare them for leadership, and those who support them across their professional trajectories. Increasingly, it is becoming important to strengthen personal relationships, deepen professional networks, and build organizational coalitions that allow all of us to meet these challenges in strategic and comprehensive ways. In this Town Hall, UCEA invites several members of the Wallace Educational Leadership Network (ELN) to talk about their organizational perspective/experiences advancing the leadership for equitable and socially just schools. This conversation will extend into developing (a) a cohesive strategy for furthering equity oriented educational leadership and (b) lasting organizational partners that further our individual mission and vision. Sponsored by The Wallace Foundation.

Facilitator:
   Mónica Byrne-Jiménez, Michigan State University

Wallace

 Session 121   Friday Nov. 17   10:40–11:50 am
Hyatt Regency Minneapolis: Floor 1 - Nicollet A-C

119. Self-Organized Incubator A
Special Session
9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Skyway A

120. Self-Organized Incubator B
Special Session
9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Skyway B

**121. General Session II: UCEA–Wallace Town Hall: Growing Organizational Equity-
       Focused Coalitions**
Special Session
10:40 to 11:50 am
Hyatt Regency Minneapolis: Floor 1 - Nicollet A-C
See call-out box

Lunch Break
11:50 am to 1:20 pm

122. Teacher Preparation Pathways and Other Implications for Preparation Programs
Paper Session
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway A
Participants:

*Generating the STEM Teacher Pipeline Through Teacher Residencies: Developing a Mindset Shift
in Instructional Leaders.* Karen E. McIntush, University of Houston; Amanda Campos, Texas Tech
University; Ramona Mateer, University of Houston; Paige Evans, N/A
   Year-long paid teacher residencies are one innovative solution instructional leaders should
   explore to reimagine the STEM teacher pipeline to campuses. This study explores the mindset of
   partner school administrators and regional specialists after a pilot paid teacher residency of STEM
   secondary teacher residents. Findings indicate leaders must explore creative ways to fill hard-to-
   staff vacancies, including creative budgeting solutions. Some administrators found residencies
   highly valuable in acclimating residents to the campus culture. Implications will be discussed.

Reinforcing Differentiated Instruction for Special Education Students: A Content Analysis. Dusty
Palmer, Texas Tech University; Linnie Greenlees, Texas Tech University; Fernando Valle, Texas Tech
University
   The responsibility to serve the instructional needs of all students in the time of increased school
   accountability is compressing and constant challenge for all school leaders. Unfortunately,
   teachers for whatever reason, do not always provide adequately for special education students.
   This content analysis reinforces how to effectively support and advocate for special education
   students.   This takes a shift in mindset to provide this support and how to differentiate instruction
   for special education students.

*The Rise of For-Profit Teacher Preparation Programs: Investigating Outcomes for Novice Teachers in
Texas.* Wesley L. Edwards, University of North Texas; Kevin R. Magill, Baylor University
   Retention for novice teachers is a key area of focus for educational leaders and policymakers—yet
   there is a lack of evidence related to the relationship between new alternative pathways into the
   profession and retention patterns. In this paper, we add to the limited teacher preparation literature
   related to for-profit program outcomes. Our results extend market deregulation theory in education
   and our findings have implications for educational leaders, preparation program leaders, and state/
   district policymakers.

*The Racialized Logics of Teacher Education: Institutional Logics and Teacher Education Programs as
Organizations.* Maya Kaul, University of Pennsylvania
   Reforms to teacher education have been increasingly positioned as a key policy lever for driving

greater racial equity in the education system more broadly (Shah, 2021). In this study, I investigate the extent to which three teacher education programs' espoused missions related to racial equity are reflected within their organizational practices. The findings highlight the ways in which the prevailing market logic in teacher education undercuts programs' abilities to adopt racially equitable policies and practices.

Facilitator:
   Jami Royal Berry, University of Georgia

123. Restorative Practices and Other Approaches to Address Radical Bias
Paper Session
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway B
Participants:

Black Principals Who Employ Ethno-Humanism and CRSL to Reduce Racial Bias Against Black Children. Courtney Wilkerson, Howard University
   This qualitative composite narrative research aimed to explore the leadership strategies, school policies, and instructional practices of Black principals using CRSL to reduce racial bias against Black children in Title I, predominantly Black, urban public schools. This study presents findings from interviews with six Black principals who employ CRSL strategies, school policies, and instructional practices with regard to eradicating racial bias against Black children. Three themes emerged, and a new framework was proposed.

Interrogating Administrator Exclusionary Discipline Sensemaking: A Step Toward More Equitable Schooling Experiences in the Reset. Racquel L. Armstrong, Arizona State University; Karen Stansberry Beard, Ohio State University
   This qualitative study explored administrator sensemaking of exclusionary discipline. Six middle school principals were interviewed to explore their discipline decision-making. Three themes emerged: Administrators (a) held strong beliefs about academics, (b) defined their purpose of discipline, and (c) negotiated their role as disciplinarian and agency as policy implementers. Though principals consider student progress when making discipline decisions; the findings suggested that the way they made sense of their discipline decisions varied by race and gender.

Towards a Model of Culturally Responsive School Leadership: Recommendations From Restorative Justice Coordinators. Abeer Hakouz, University of Massachusetts Lowell; Hilary Lustick, University of Massachusetts Lowell
   Current literature on restorative justice suggests administrator buy-in is one of the biggest barriers to equitable implementation. However, little is understood about what interferes with buy-in and how leadership training programs can prepare leaders for the many dilemmas they will face using a restorative approach in a punitive district. This study poses recommendations for preparing school leaders to launch and sustain a schoolwide culturally responsive restorative justice approach.

Using MTSS to Reset From the Panopticon to Restorative Justice. Joshua Bornstein, Fairleigh Dickinson University
   The leadership team of a culturally and linguistically diverse high school implemented a version of MTSS that emphasized analysis of culturally responsive and restorative practices. They reset the focus of their disciplinary and support systems from panoptical surveillance and control tools to a wider and balanced framework that accounted for the strengths and challenges of students, adults, policies, and structures. They used MTSS not to fix or control students, but rather to increase faculty's competence.

Facilitator:
   Terri Nicol Watson, City College of New York (CUNY)

124. Developing Leadership Capacity
Paper Session
1:20 to 2:30 pm

Hyatt Regency Minneapolis: Floor 2 - Greenway C
Participants:

Building Capacity for Principal Preparation Program Redesign: Organizational Learning in Response to State Mandates. Wesley Henry, Central Connecticut State University
This study explores the ways in which credentialing changes spurred organizational learning and program improvement across four California principal preparation programs. New requirements mandated that candidates pass independently scored performance assessments in addition to completing a university program. Changes ultimately required programs to build capacity through new models prioritizing partnerships with one another and local districts. Shifts in practice challenged long-standing norms within academic departments, but these tensions ultimately built long-term capacity for innovation.

Developing Leadership Preparation Framework to Build and Support a Strong Leadership Pipeline: Evidence From Delaware. Zoey Lu, University of Delaware; Seher Ahmad, N/A; Andrea Thompson, Delaware Department of Education; Michael Saylor, Delaware Department of Education; Steve Tozer, University of Illinois at Chicago; Jacquelyn Kay (Owens) Wilson, University of Delaware; Bryan A. VanGronigen, University of Delaware
School leadership is critical to improving student achievement, teacher quality, and school climate. High-quality leadership preparation programs play an important role in strengthening the educator workforce, emphasizing the recruitment, selection, and placement of well-prepared leaders. To ensure high-quality leaders, it is the SEA's responsibility to assess and monitor the quality of leadership preparation programs. This paper describes the leadership preparation framework that the SEA developed as a comprehensive evaluation tool for assessing leadership preparation programs.

Examining the Significance of University Principal Preparation Programs for Preparing Principals on Instructional Leadership. Hamada Elfarargy, South Dakota State University; Beverly Irby, Texas A&M University; Rafael Lara-Alecio, Texas A&M University; Fuhui Tong, Texas A&M University
In this quantitative study, we examined the significance of university principal preparation programs (UPPPs) for preparing principals on instructional leadership to enhance teachers' instructional capacities. To this end, we employed structural equation modeling to investigate the perceptions of 113 elementary principals in urban schools across Texas. There are no significant direct positive relationships between UPPPs and principals' perceptions of the UPPP preparing them on instructional leadership to enhance teachers' instructional capacity.

Principal Preparation Partnerships and Leadership Tracking Systems—Perceptions and Implications for Improving and Sustaining Partnership Outcomes. John E. Critelli, Jr., Florida Atlantic University; Daniel Reyes-Guerra, Florida Atlantic University; Cynthia B. Bauman, Florida Atlantic University
This qualitative case study examined the perceptions of seven university project directors, part of the University Principal Pipeline Initiative (UPPI). Although districts were the beneficiaries of the funding for the development of a leadership tracking system, university partners in the project develop one of their own. This research sought to discover how universities leverage an LTS for the benefit of the program participants, the partnership, and the development of effective school leaders.

Facilitator:
Eustace Thompson, Hofstra University

125. Fostering Mindfulness, Well-Being, and Joy in Schools
Paper Session
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway D
Participants:

Imagining the Transformation of Learning Environments: School Leadership's Role in Supporting Joyful Learning. Stephanie Lynn McGuire, College of William and Mary
The purpose of this study was to determine how administrators could support joy in the classroom to help develop lifelong learners. This quantitative study was part of a larger study that explored

how teachers and school leaders fostered joy in their classrooms at a large suburban school district that had a special initiative on joy. The results showed that administrators could best support teacher's joy by supporting their self-care.

Leadership for Situated, Systemic Well-Being: A Framework Informed by a Cross-Sector Children's Cabinet. Whitney Hegseth, Boston College; Rebecca Lowenhaupt, Boston College; Gabrielle Oliveira, N/A; Sarah Bruhn, N/A; Betty Lai, N/A

Informed by the literature and a cross-sector initiative aimed at understanding and improving youth well-being, this conceptual paper proposes a framework for leading for well-being. This framework emphasizes the following: (a) Well-being is situated; (b) well-being is systemic; and (c) as school and community leaders design supports for youth well-being, it is important to remain in conversation with youth regarding their conceptualizations of well-being, and of community.

Prosocial School Leadership: Unleash the Potential of Mindfulness-Based Programs. Susan Jeane Davis, University Colorado Denver; Alison Shelby Page Wilson, University of Arkansas; Liana Hall, University Colorado Denver; Julia Mahfouz, University of Colorado Denver; Kathleen King, North Central College; Abhishek Juneja, N/A; Laura Summers, N/A; Anna Smyth, N/A; Debbie Barley, N/A; Rachel Reist, N/A

Mindfulness-based programs (MBPs) have shown promising results to address the unique developmental challenges of adolescence. Preliminary results from a pilot study of a mindfulness-based program implementation indicated significantly higher student well-being scores after participation in the MBP Learning 2 BREATHE. Student perception findings also indicated that a significant component of the implementation was the quality of the instructor, which can inform school leadership efforts to support effective MBP implementation and student well-being.

Understanding and Addressing the Well-Being of School Counselors. Alisha Jones, N/A; John Pijanowski, University of Arkansas

Diminished self-care practices and heightened stress of school counselors are continuing problems in education. With role ambiguity, high student-to-counselor ratios, emotional exhaustion, and other factors adding pressure to the roles and responsibilities of school counselors, this study investigated the well-being practices of Missouri school counselors during the COVID-19 pandemic and the internal and external factors that influence them.

Facilitator:
Pedro Reyes, University of Texas at Austin

126. Facilitating Antiracist Education and Educational Leadership in an Age of "Antiwokeness"

Paper Session
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway E
Participants:

Bridgers and Connectors: Leading and Navigating Toward Antiracist Education. Stefanie Marshall, University of Minnesota; Abigail Rombalski, University of Minnesota

This mixed-methods study examines how to strategically develop relationships and enhance network collaborations to mobilize organizational antiracist agendas, and sustain and retain current/ future teachers of Color and critical White educators in a Midwestern city. This mixed-methods study will develop a social network map of current organizations that support educational justice, as well as create events to support the development of relationships between organizations to collaborate with local educators.

How a Student-Created, Student-Led Black Art Organization Can Inform School Leadership. Shaneka Ferrell, University of North Florida; Christopher A Janson, University of North Florida

The purpose of this phenomenological study was to learn from the perspectives of 11 former performing and visual arts high school students who shared experiences through their involvement in a student-created, student-led organization focused on uplifting Black art and artists. Researchers identified four primary themes, which were named Student Experiences: Inside and Outside of Black Arts, Emancipatory Resistance, Collective Action, and Transformative Art. These themes each

have implications for school leader training and development.

Personal, Interpersonal, and Institutional Deeds of Antiracist Leadership. Elizabeth Uzzell, University of Virginia; Coby Meyers, University of Virginia

Schools enrolling historically underserved students are labeled as failing when students underperform. Principals are expected to transform student learning, suggesting the need for antiracist leadership. To understand how antiracist leaders develop, we follow the personal and professional journeys that principals take to understand antiracist education. This case study follows principals who are implementing antiracist practices in their schools. Individual, interpersonal, and systemic reforms shaped how they were able to take on the challenges they faced.

I Am a Man! Autoethnographic Reflections of a Black Male Leading a Black Male Affinity Group. Ishmael Miller, Arizona State University

This study is an autoethnography where I provide salient reflections about my leadership and participation in a Black male affinity group as a Black male leader. This study draws on Blackened Critical Consciousness formulated from Culturally Sustaining Leadership (Santamaria & Santamaria, 2016) and Wake Work (Sharpe, 2016) theories. This study suggests Black male affinity spaces may be a strategy that has potential to better support the socioemotional and mental well-being of Black educational staff.

Facilitator:

Daniella Cook, University of South Carolina

127. International Student Perspectives and Experiences in American Schools

Paper Session

1:20 to 2:30 pm

Hyatt Regency Minneapolis: Floor 2 - Greenway F

Participants:

Bowling Alone? Asian American Multilingual Learners' Access to Higher Education. Lei Jiang, University of Kansas

Scholars increasingly express concerns that substantial barriers encountered by Asian American multilingual learners (AAMLs), the second-largest multilingual learner group, are being overlooked in the K-12 and postsecondary pipeline. This qualitative study focuses on AAMLs' college access in an urban school district. Taking a Bourdieusian theory of practice perspective, findings demonstrate that college-going AAMLs encounter multifaceted challenges that are neglected under stereotypes. Implications are provided for school leaders who work with AAML and other underrepresented students.

Bridging the Gap Between Muslim Students' Needs and American Schools. Sahar Khawaja, University of Denver

Muslims are the fastest-growing population in the United States, however, Muslim Americans have increasingly been the targets of discrimination in American schools. This has a negative effect on the sense of belonging and the quality of learning of Muslim students. The purpose of this phenomenological study is to understand the essence of the lived experiences of a group of Muslim young adults with schools in a U.S. Rocky Mountain region state.

Perceptions Reported by International Students With Special Needs During the COVID-19 Pandemic. Nick Elam, Ball State University; William Holmes Finch, N/A; Fenwick English, N/A

UNESCO collected data through the Responses to Educational Disruption Survey (REDS) from over 21,000 students, 15,000 teachers, and 1500 principals from 11 countries. The purpose of our research team's substudy is to examine specific elements of the REDS study, to explore relationships between the extent of supports provided by schools in response to the pandemic, and perceptions of relative academic performance and support from teachers for students with special needs in the surveyed countries.

East African Youth: Academic Success, Identity, and Schooling. Eskender A. Yousuf, University of Minnesota

This paper captures how a subgroup of East African youth formulates their racial and ethnic

identities in relation to their schooling experiences as academically successful students. Conducted as a qualitative case study, the central argument throughout this paper demonstrates how even though these youth were academically successful, they struggled with their sense of self due to the White norms of the schooling culture and educational practices. I concluded by offering implications for educational leaders.

Facilitator:

Grace J. Liang, Kansas State University

128. Rethinking and Reconceptualizing Special Education Leadership
Paper Session
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway G
Participants:

Disenfranchisement of Special Education via Low-Quality Assessments and Unqualified Evaluators. Michael Ota, Texas State University

One area that has not been sufficiently explored by government, research, or media has been the role of educational assessment and eligibility requirements in the denial of services for students with autism. This multicase, qualitative study interviewed eight families across Texas with recent denials of special education eligibility under the autism label. Findings show a multitude of systemic problems with the assessment process and the qualifications of the evaluators.

Impact of Developing Partnerships Between Educators and Advocates to Engage Families of Students With Disabilities. Henderson Lewis, Louisiana State University

It is important to understand the experiences of families as they interact within the triad relationship that is formed around their student. In understanding the perspectives of participants, this phenomenological case study sought to gain insight in the benefit of the triad relationship on 155 families engaging with a new advocacy program offered by an urban school district.

Reconceptualizing Special Education and Special Educational Leadership. Carl Lashley, University of North Carolina at Greensboro; Barbara L. Pazey, University of North Texas

We aspire to attract participants to the issue of a hard reset and the research and reflection necessary to a new level of discourse about special education and related services. This paper will provide a pause point for the presenters in their research on foundational principles of special education. For the participants, this is a stepping-off point for them to consider what a hard reset means to them, to their students, and to their communities.

Facilitator:

Zorka Karanxha, University of South Florida

129. Principal Preparation for Equity-Oriented Leaders
Paper Session
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway H
Participants:

An Integrative Literature Review on the Role of People in Advancing Equity-Oriented School Leadership Preparation. Meagan Richard, Old Dominion University; Shelby A. Cosner, University of Illinois at Chicago; Lionel Eugene Allen, University of Illinois at Chicago

This study mined the literature on principal preparation programs to identify insights about the role of program stakeholders for equity-oriented preparation and development. Through this analysis we identified four key stakeholder groups that research suggests play a key role in preparation for equity. Finally, we identified specific steps or program design features that programs can use to strengthen the likelihood of impact that these stakeholders may have on leadership aspirants.

Embedding Equity Work in the Development of Aspiring School Leaders. Emily Virtue, Western Carolina University; Heidi Beth Von Dohlen, Western Carolina University; Catherine Andrews, Western Carolina University

Recent research on principal preparation programs has called for a change in program curriculum to better incorporate equity and diversity related experiences (Cunningham, et al., 2019; Stone-Johnson, 2021). Our paper will present a model for principal preparation programs deeply embedded in equity work. Utilizing improvement science, aspiring leaders guide their schools in equity-based changes in which student and parent voices are centered.

Innovations in Leader Preparation for Social Justice: Connecting Art, Social Justice and Leader Identity Development. Soraya Sablo-Sutton, University of California, Berkeley

Leadership programs which prepare preservice administrators to tackle complex equity problems in TK-12 schools must design learning experiences that extend beyond traditional ways of knowing and demonstrating learning within institutions of higher education. This program evaluation study reports on a signature pedagogical practice utilized in one principal preparation program which aims to move beyond leadership as an intellectual exercise, towards leadership as an embodied practice.

Preparing Principals to Lead for Equity: A Framework for Equity-Oriented Principal Preparation. Mario Jackson, North Carolina State University

The integrative literature review seeks to analyze the equity-oriented preparation practices of principal preparation programs as reported across the published literature from 2010 to 2022. In reviewing the literature, the researcher asked, in what ways are principal preparation programs addressing equity and how do these practices align with the body of literature on exemplary principal preparation features? The findings from this review are integrated to propose a comprehensive framework for equity-oriented principal preparation practices.

Facilitator:
Tim Drake, North Carolina State University

130. Incorporating Trauma-Informed Leadership Practices Into Educational Leadership Courses
Innovative Session / Mini-Workshop
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway I

This interactive discussion will provide educational leadership faculty with current research on trauma-informed practices for today's school leaders. The discussion will share readings, tools, and sample modules that can be integrated into online and face-to-face principal preparation courses. Topics to be discussed include trauma-informed principles, research on trauma-informed school communities, and strategies to address student and school responses to trauma.

Facilitator:
Detra DeVerne Johnson, University of Houston

131. Necessary Conditions for Maintaining Radical Hope in Schools and Districts
Symposium
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway J

To maintain radical hope, educational leaders must establish the necessary conditions of self-care so that they can care for others. They conquer the fear and despair of the moment and nourish radical care for staff, students, and families. In this symposium, we engage participants by sharing processes from our EdD program. Three EdD students discuss how they maintain radical hope as they engage in participatory action research studies.

Participants:
Adriam de Alba, Maricopa County Regional School District 509
Jennifer Steiner, Florida State University
Suniqua Thomas, Phillip & Sala Burton Academic High School
Facilitators:
Matthew Militello, East Carolina University

Lynda Tredway, East Carolina University
Annice Williams, Wake County Public School System

132. Rural Leadership Matters: Place-Based Assets for Managing Dire Challenges Facing Rural Schools in Appalachia

Critical Conversations
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 1 - Lakeshore A

Rural leadership matters is the premise anchoring this session. Researchers and practitioners will respond to the national policy context and agenda to strengthen rural school–communities and address inequities. They will discuss (a) pressing problems facing rural schools (e.g., equity, instruction, shortages, technology, and resources) and (b) place-based assets as well as leadership approaches for managing dire challenges. School research projects from a southern state will be described. Conventioneers interested in rural leadership should find value.

Participants:
   Charles L. Lowery, Virginia Tech
   Judy Cox, N/A
   Susan C. Badger, George Washington High School
Facilitator:
   Carol A. Mullen, Virginia Tech

133. Liberating Our Imaginaries: Moving Beyond Notions of "Normalcy," Working Towards Collective Healing in Schools

Critical Conversations
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 1 - Lakeshore B

We invite participants to engage in dialogue to expand notions of collective healing within and across communities, families, and schools. To engage in collective healing, presenters imagine a radical healing justice framework that supports how educators can leverage healing-centered approaches in schools to address collective traumas faced by Communities of Color that stem from racist discourses in sociopolitical environments. This discussion seeks to liberate our imaginaries to envision radical possibilities of healing-centered approaches in schools.

Facilitators:
   Liliana E. Castrellón, Duquesne University
   Érica Fernández, Miami University
   Gerardo R. López, Michigan State University
   Alonso Rafael Reyna Rivarola, Salt Lake Community College

134. The Mentoring Legacies of Professors Jay Scribner and Paul Goldman: Mentoring Practices for Hard Resets in Higher Education

Critical Conversations
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 1 - Lakeshore C

This session serves as both a tribute to two revered scholars known for their exceptional mentoring work, Dr. Jay D. Scribner and Dr. Paul Goldman, and as an opportunity for scholars who are committed to the future growth and development of the educational leadership professorship to identify, learn from, and solidify their mentoring legacy. The session will host a set of short, commemorative legacy speeches, highlighting the impactful contributions of Drs. Scribner and Goldman.

Facilitators:
   Bruce Barnett, University of Texas at San Antonio
   Frances K. Kochan, Auburn University

135. Reimagining a "Hard Reset" for Women Educators Living the Gendered Challenges of COVID-19

Critical Conversations
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet D1

This critical conversation provides much-needed space for women scholars to share their lived experiences as women education professionals, especially in light of the challenges of the COVID-19 pandemic. We aim to use this space to reimagine a hard reset that acknowledges the emotional labor of women educators, centers their lived experiences, and begins to reimagine ways we can support women educators to not only survive but thrive, especially for people living with intersecting oppressions.

Participants:
  Melissa Ann Martinez, Texas State University
  Brenda Rubio, University of North Texas
  Anjalé Welton, University of Wisconsin–Madison
  Lok-Sze Wong, University of North Texas

Facilitator:
  Katherine Cumings Mansfield, University of North Texas
  Tiffany Angela Newsome, University of North Texas

136. Reimagining School Leadership for Immigrant, Multilingual Youth

Critical Conversations
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet D2

This critical conversation leverages an existing research–practice partnership between researchers, school leaders, and an educational nonprofit organization that serves newly arrived immigrants who are English learners. Grounded in an initial discussion with school leaders and facilitated by researchers, this forum will engage participants in a set of questions that will help push us to collectively reimagine leadership for a population of students too long overlooked and underserved by our educational systems (Ruiz-de-Velasco et al., 2000).

Participants:
  Verenisse Ponce Soria, University of California, Irvine
  Kelley Riffenburgh, University of California, Irvine
  Adriana Villavicencio, University of California, Irvine

Facilitator:
  Marguerite Lukes, Internationals Network

137. Improvement Science as a Boundary Infrastructure in District–University Partnerships

Critical Conversations
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet D3

Using a World Café structure, this Critical Conversation explores the role of improvement science as a boundary infrastructure in facilitating effective collaboration between institutions of higher education (IHEs) and their local education agency (LEA) partners. Collaboration between LEAs and IHEs is crucial to effect educational equity and systems improvement, particularly in times of overlapping crises such as the COVID-19 pandemic, the call for racial and social justice, and rampant misinformation.

Facilitators:
  Erin Anderson, University of Denver
  Manuelito Biag, Carnegie Foundation for the Advancement of Teaching
  Kris DeFilippis, New York University

David H. Eddy Spicer, University of Virginia
Louis Gomez, University of California, Los Angeles
Samantha Viano, George Mason University
Tinkhani White, Chesterfield County Public Schools

138. Teacher Leadership: When Teachers Lead the Way in School Improvement
Paper Session
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway A
Participants:

ESL/Bilingual Teachers as de Facto School Administrators in Low-Incidence Schools. Emma Taylor, Michigan State University
Despite nearly half of U.S. schools fitting the category of "low-incidence" for English learners (less than 5% of students are classified as English learners), research on low-incidence schools' English language development programs is scant. In this paper, I investigate school leadership within low-incidence schools. I conceptualize English as a second language/bilingual teachers as de facto school administrators in low-incidence schools. I use critical phenomenology to explore the implications of this de facto leadership.

Teacher Leadership in Reform Development and Implementation. Marisa Cannata, Vanderbilt University; Brittany Closson-Pitts, Florida State University; Stacey Rutledge, Florida State University
This study emerged from research–practice partnership that used a continuous improvement approach where a district design team coordinated the work of individual school teams that developed reform practices at specific school sites, which were then shared across the network. The approach intentionally fostered bottom-up and user-centered development where educators designed for unique aspects of their context. The goal is to understand how the continuous improvement of the initiative shaped opportunities for teacher leadership.

Teacher Leaders Organizing for School Integration: Organizational Capacity and Constraints for School Equity. Talia Leibovitz, University of California, Berkeley; Joy Esboldt, University of California, Berkeley
This study examines how White and/or privileged teachers navigate the organizational capacity and constraints in their organizing for school integration. Through a 2-year qualitative case study, we consider how teacher leaders make sense of, disrupt, and/or reproduce racism and the social construction of good schools and how this sensemaking gets concurrently constructed across multiple levels. Findings demonstrate mulitlevel ways that ideologies around school choice and race shape equity organizing efforts

Teachers' Motivations to Engage in Teacher Leadership. Matthew J. Stier, University of Iowa
Teacher leadership has become an increasingly important form of leadership within K-12 schools in the United States and has been driven by state-level policies. This qualitative case study explored how the teacher leadership was implemented within one school district and why teachers engaged in teacher leadership roles. Self-determination theory served as the theoretical framework for this study. Implications for policy, practice, and research are discussed.

Understanding How Teachers and Leaders Foster Black Students' Sustained Academic Identities. Erin Anderson, University of Denver; Devani Lemmon, University of Denver
Understanding how teachers and leaders practice culturally responsive pedagogy and education to ensure Black student achievement is necessary for addressing long-standing inequities and oppression within the education system. Through a cross-case comparison of three middle schools with Black students demonstrating higher than average growth than other schools in the district, we found the important of sustaining an academic identity through care, cultural consciousness, and assessing bias and race evasiveness.

Facilitator:
Marie Byrd, University of South Florida

139. A Hard Reset for White Educators/Educational Leaders
Paper Session
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway B
Participants:

Learning to Lead for Racial Justice in Elementary Mathematics: A Year in a White Principal's Shoes. Jessica G. Rigby, University of Washington; Stephanie Forman, University of Washington; Xinyi Zhong, University of Washington; Elham Kazemi, University of Washington
    Principal Casey aimed to lead her elementary school towards racially just ambitious mathematics instruction. She (un)learned ways of knowing, doing, and becoming as a part of the process of co-designing learning opportunities for her school community. This analysis describes her (un)learning through the lenses of racialized organizations and sociocultural learning theories. A key part of her learning was "getting in the weeds" of the mathematics and the relationship to students' and families' funds of knowledge.

The Unlearning Cycle of Leadership: A Hard Reset for White Women Educational Leaders. Carrie Morris, East Carolina University
    This study explores how White women identify and enact their roles as antiracist leaders. The five participants are White women K-12 educational leaders who explored their leadership practices in a community of practice. I used two methodologies in this study: participatory action and activist research and ethnography/autoethnography. The findings revealed individual and collective stories of operationalizing equity in school settings through intentional actions, ongoing reflection, and how a "holding environment" can care for adult learners.

The Emptiness of White Moral Agency: A Case Study of Limits to Being Good White Educators. Rodney S. Whiteman, Indiana University
    This paper is a case study exploring the intersections of Whiteness and White educators' ethical and professional conduct. The case is set in a small private school whose personnel claim a mission infused with justice values. I analyze a vandalism incident at the school and the subsequent personnel discussion. The educators' whiteness dominated the conversation in the form of White moral agency, leading those educators to fall short of their ethics and shared justice values.

Learning Antiracist Leadership: The Responsibility of White Principals in Recognizing Positionality and Advocating for Justice. Lindsey Kaiser, University of Washington
    The objective of this empirical study is to identify the ways in which White principals grapple with the responsibility of unveiling and marginalizing Whiteness and recognize the ways in which their leadership reifies hegemonic power structures. To enact this reset, White school leaders curious about leading for racial justice engaged in an antiracist leadership learning cohort that supported them in reckoning with their racial identity and supported their learning and actualizing antiracist leadership in schools.

Facilitator:
    James Joseph "Jim" Scheurich, Indiana University–Purdue University Indianapolis

140. Anti-CRT Legislation
Paper Session
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway C
Participants:

Equity-Oriented Educational Leaders' Perspectives of State Anti-CRT Legislation. Leslie Locke, University of Iowa; Sonya Diana Hayes, University of Tennessee at Knoxville; Kelly Brown, Lamar University
    We set out to understand how educational leaders in various contexts interpret and implement "anti-CRT" legislation—a window into how these 'street level' policymakers and policy interpreters, navigate destructive and exclusive polices while creating equitable and inclusive

school environments. The following research question guided our efforts: How do equity-oriented educational leaders stay committed to their work while navigating anti-CRT laws in Iowa, Tennessee, and Texas? Qualitative analyses revealed three themes.

Reframing the Racial Justice Backlash in Education. Jarrett Gupton, University of South Florida; Andrea M. O'Sullivan, University of South Florida

This research paper will present a racial justice typological framework for evaluating anti-racial-justice legislation targeting K-12 schools, colleges, and universities. Further, the paper discusses what the regressive policy attack means for racial justice in democracy and education.

School Leader Perceptions of the Anti-CRT Legislation Impact on Teaching and Learning. Charles L. Lowery, Virginia Tech; Michael E. Hess, Ohio University; Chetanath Gautam, Delaware State University

This study contrasts the current mediated ideology-driven version of critical race theory (CRT) with the theoretical perspective of CRT through the lens of educational leadership. Since 2020, many school leaders have left the profession due to backlash relating to the current anti-CRT movement. This inquiry investigates the lived experiences and perceptions of school superintendents in regard to this phenomenon.

Spect-Actors: Expanding the Court of Public Opinion to Lead Education. LaSonja Roberts, Western Michigan University; Vonzell Agosto, University of South Florida; Maria Migueliz Valcarlos, N/A; Tara Nkrumah, Arizona State University

This study is situated in the context of legislative attacks on diversity, equity, and inclusion and introduces a critical arts-based methodology, Theatre of the Oppressed (ToTO) as a dialogical and theatrical tool to deconstruct educational spaces and foster action in response to ethical cases. Our study explores the challenges of higher education to promote and practice DEI work and how ToTO methods compare to other DEI experiences, offering recommendations and application for research and practice.

Facilitator:
Steven Nelson, University of Nevada, Las Vegas

141. Interrogating the of Role of AI and Virtual Reality in Mentoring, Coaching, and Decision-Making

Paper Session
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway D

Participants:

Artificial Intelligence and Algorithmic Decisions in Education Governance: Implications and Challenges. Yinying Wang, Georgia State University

This paper examines how artificial intelligence (AI)-enabled algorithmic decisions affect education governance. It asks three main questions: Are algorithmic decisions de facto policy decisions? What distinct features of algorithmic decisions necessitate a re-evaluation of education governance? How should one begin addressing algorithmic decisions in education governance? Addressing these questions will initiate conversations that scrutinize how AI, and algorithmic decisions in particular, challenge traditional assumptions of education governance.

Understanding Virtual Mentoring and Coaching for Preparing Preservice Principals on Instructional Leadership. Beverly Irby, Texas A&M University; Nahed AbdelRahman, Texas A&M University; Hamada Elfarargy, South Dakota State University; Rafael Lara-Alecio, Texas A&M University; Fuhui Tong, Texas A&M University

In this qualitative study, we investigated the perceptions of 58 principal candidates and two mentors on virtual mentoring and coaching (VMC) embedded in a university principal preparation program. Our purpose was to explore how the teachers and the mentors perceived the VMC to enhancing their instructional leadership. We collected data using (a) semistructured interviews, (b) an online open-ended questionnaire, and (c) mentor reflections. We found that the mentors assisted principal candidates to advance their instructional leadership.

Using Virtual Mentoring and Coaching to Build Instructional Leadership Competencies in a University

Principal Preparation Program. Nahed AbdelRahman, Texas A&M University; Hamada Elfarargy, South Dakota State University; Beverly Irby, Texas A&M University; Rafael Lara-Alecio, Texas A&M University; Fuhui Tong, Texas A&M University

In this quantitative study, we investigated the impact of a well-structured virtual mentoring and coaching (VMC) embedded in university principal preparation program on building instructional leadership competencies of principal candidates. Findings from comparing the outcomes between treatment and control groups of two courses that were designed with a focus on instructional leadership indicated significant differences between the two groups, with the treatment group outperforming the control group.

Virtual Simulations: A Call to Engage Educational Leadership Candidates in Ethics. Aneta Walker, University of West Florida; Julie Gray, University of West Florida; Karen Evans, University of West Florida

We describe one leadership preparation program's approach to enhancing ethics and ethical decision-making practices by embedding high-impact practices and experiential learning opportunities for leadership candidates. Experiential virtual simulation experience provided opportunities for educational leadership candidates to apply ethical leadership practices to authentic, problem-based situations allowing faculty to offer specific growth areas to strengthen and improve aspiring school leaders' ethical decision-making practices. The faculty used a qualitative research design.

Facilitator:
Sara Dexter, University of Virginia

142. Mentoring and Supporting Leaders of Color
Paper Session
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway E
Participants:

A Review of Racialized Organizational Elements Shaping the Underrepresentation of Educational Leaders of Color. Kaitlin Ogden, University of Texas at Austin

The COVID-19 pandemic in conjunction with recent racial reckoning are both contextual forces further fueling the churn of leaders of Color (loC). These coinciding events also provide a time for scholars and practitioners to reflect, rethink, and redesign organizational structures and practices intended to support marginalized students, educators, and communities. Less frequently considered in research is the intersecting ramifications of racialized elements on the representation and experiences of loC.

Building Community Among Black Male Educators and Increasing Capacity to Mentor Black Male Youth. Tobias Hocutt, Western Carolina University; Heidi Beth Von Dohlen, Western Carolina University; Aarti P. Bellara, Western Carolina University

This study built community among Black male educators in a southern school district increasing their capacity to mentor Black male youth into teaching. The theoretical framework includes critical race theory and addresses systemic barriers for Black male educators. I conducted four online professional development sessions using improvement science methodology. Findings report Black male educators' perceptions of need for continued network/mentoring group, and perceptions of increased capacity to mentor Black male youth into teaching.

"Defiers of Negative Predictions": Developing the Gordon Paradigm of Mentorship of Black Male Leaders. Phillip A. Smith, Fordham University

Through extended personal conversations, as well as an integrative review and analysis of related literature, secondary interviews and presentations, the study explores the phenomenon of mentoring while Black and male as described, experienced, and understood by Professor Edmund W. Gordon, eminent psychologist, educator, leader, researcher, academic and scholar. The research builds theory and aims to develop a conceptual framework for mentoring while Black and male grounded in Black leadership epistemology, informed by African-centered models of leadership.

"Renting Space in These White Spaces": Equity-Focused Leaders of Color in Suburban Schools.

Katherine Rodela, Washington State University; Claudia Rodriguez-Mojica, Santa Clara University
Existing research has documented positive, equitable impacts of leaders of color in schools. While there have been rich examinations of leader of color experiences in urban contexts, we know little about their experiences in suburban contexts. This study analyzes in-depth interviews with 14 leaders of color from diverse racial and cultural identities. Participants' counterstories reveal how leaders of color in these suburban districts navigated White dominant institutional spaces.

Immigration, Leadership, and the Question of DACAmentation. Chandler Patton Miranda, Molloy University; Lara Evangelista, Internationals Network
DACA lives in the public imagination as an imperfect immigration solution for Dreamers, but today, the majority of college-age students are not eligible for DACA, and many DACA recipients are middle-aged and mid-career. Of the 15,000 DACA educators who teach in the U.S., many could potentially take on leadership roles in schools. This exploratory study examines how mid-career educators with DACA are thinking about futures in the U.S.

Facilitator:
Darrius A. Stanley, University of Minnesota

143. Navigating District Contexts on/for Superintendent Turnover
Paper Session
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway F
Participants:

Framing School Districts in Fiscal Crisis: Context and Transparency Matter. Lena Batt, University of Kansas; Caitlin Brecklin, University of North Dakota
This comparative qualitative study examined two districts in fiscal distress as a result of failed school funding referenda. Using a collective framing analysis framework, the researchers explored how local context, political beliefs, and district transparency impacted the framing by proponents and opponents and ultimately the election results. How school district leaders frame school funding referendum impacts the district's ability to be financially stable.

Glass Cliffs in District Leadership: Examining Precarious Positions and Superintendent Turnover. Jennifer D. Timmer, Seton Hall University; David S. Woo, University of Utah
The "glass cliff" phenomenon describes women being hired into prestigious, but precarious, leadership positions. This paper examines possible gendered sorting into "precarious" positions and subsequent turnover among superintendents in New Jersey. We find that women are more likely to lead districts serving students qualifying for targeted supports, a measure of precarity, and new women superintendents are much more likely than men to turnover, with implications for superintendent hiring and support.

Stayers and Leavers: Rural Texas Superintendent Turnover Trends and Decisions. David DeMatthews, University of Texas at Austin; Torri Hart, University of Texas at Austin; Alexandra Aylward, University of Nevada, Reno; Pedro Reyes, University of Texas at Austin
Researchers have long been concerned with superintendent turnover in urban contexts while often ignoring rural communities. This mixed-methods study utilizes a state longitudinal data system and longitudinal data gathered through public records requests to provide a 12-year statewide analysis of the Texas superintendent workforce. This study assesses the state's superintendent workforce with a focus on rural schools and answers several research questions shedding new light on superintendent demographics, voluntary turnover, and employment decision-making.

Superintendent Turnover and Student Achievement. Christopher Redding, University of Florida; Steven Carlo, University of Florida
This study provides evidence on the dynamic effect of superintendent turnover on student achievement. Leveraging newly collected data on school superintendent turnover in Florida and Texas from the 2009-10 to 2017-18 school years, we study the impact on reading and mathematics achievement after a superintendent leaves the district. Student achievement drops in the year immediately after a superintendent turns over and only gradually recovers to pre-turnover levels by 8 years after turnover.

Facilitator:
   Sonya Douglass Horsford, Teachers College, Columbia University

144. Facilitating Mindful Practices for Faculty Well-Being
Paper Session
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway G
Participants:

Emotional Labor Demands of Teaching and Leading in Schools: A Mixed-Methods Investigation.
Kristina N. LaVenia, Bowling Green State University; Christy Suzanne Galletta Horner, Bowling
Green State University
   This mixed method collective case study focuses on the pivotal role that emotions play in the
   work of educating. This study explores the contextualized emotional practices of teachers and
   administrators in each of one Northwest Ohio school district's five schools both qualitatively
   and quantitatively. The central research questions focus on describing K-12 teachers' and
   administrators' emotional labor and examining potential links to job satisfaction, job-related stress,
   and burnout.

*Interrogating Teacher Well-Being and School Climate in the Reset: Evidencing Support Teacher Social
Emotional Competence.* Lenelle Elaine Taylor, Ohio State University; Karen Stansberry Beard, Ohio
State University
   Many educators continue to experience increased degrees of stress in the aftermath of COVID-19.
   The purpose of this quantitative study was to explore the relationship between a teacher's sense of
   well-being and school climate. A climate survey (OCDQ-RE), and the PERMA Profiler were given
   to a sample of 134 elementary school teachers. We found school climate can have a positive,
   although moderate, impact on teacher well-being. The finding should provide administrators
   agency in supporting teachers.

*Leading for Knowledge, Health and Well-Being—Through the Coordination of Local Curriculum
Processes.* Pia Skott, Stockholm University
   In Sweden it is stipulated that the students' health and well-being is the responsibility of schools
   and principals. This involves multi professional work on two local system levels. The aim of
   the paper is to explore the leadership of this complex local curriculum making. What are the
   leadership challenges in transforming the holistic approach of the national curricula, to local
   curriculum processes? The results show that the challenge is to coordinate all the processes.

Reset Matters: A Study of Principal Mindfulness and Teacher Sense of Belonging. Robert Russell,
Ohio State University; Dustin Wade Miller, Ohio State University; Karen Stansberry Beard, Ohio State
University
   This study examined the relationship between principal mindfulness and teacher sense of
   belonging in schools. Surveys containing the M-Scale as a measure for principal mindfulness and
   the Psychological Sense of Organizational Membership Scale (PSOM) as a measure for teacher
   sense of belonging were provided to teachers in nine midwestern high schools. Results suggest that
   principal mindfulness is a positive predictor of teacher sense of belonging and that the variables
   are positively and significantly associated.
Facilitator:
   Lisa Bass, North Carolina State University

145. Collaborations and Interventions in Exceptional Education Leadership
Paper Session
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway H
Participants:

Equipping Educational Administrators to Use Evidence-Based, High-Leverage, and Inclusive Practices.
Ellen Casale, Western Kentucky University; Stacy Regina Leggett, Western Kentucky University

This presentation will share findings related to our program curriculum review and the resulting changes designed to better equip educational administrators to engage in meaningful dialogue with teachers around high-leverage, evidence-based, and inclusive practices for students with disabilities. We will share findings related to a review of course documents and pre- and postassessment results measuring student knowledge of these practices.

Principal Leadership Collaboration: Using Virtual Reality Learning for Resetting Students' Progress in Special Education. Elson Szeto, Education University of Hong Kong; Wun-Kam Leung, N/A; Chi-Wai Chuin, N/A; Kenneth Sin, N/A

This qualitative case study explores principals' leadership collaboration for resetting learning of students with intellectual disabilities through subject-based experiential virtual reality (SEVRL) in the post-COVID-19 period. The key question is: How can the principal collaborative leadership foster the teachers' community of inquiry resetting the students' learning progress in the special schools? The findings reflect that the principal's leadership collaboration is innovative to foster the teachers' community of inquiry on SEVRL development for the students.

School Leaders' Perceptions of Gifted Education Educator and Program Evaluation. Rachel Louise Geesa, Ball State University; Krista Stith, Ball State University; Kate Shively, Ball State University

The purpose of this study is to explore school leaders' perceptions of gifted program evaluation procedures of gifted education educators and programs, and to better understand their decision-making processes in evaluation of gifted education educators and gifted programming. Both perceptions of preservice and in-service school leaders are included in this study, as it is critical to have a strong understanding of the knowledge base of aspiring and active school administrators.

"You Have to Stay on Top of it": Parents' and Administrative Burdens in Special Education. Jennifer Rose Cowhy, Northwestern University

The number of students with disabilities (SWDs) who receive special education (SE) services has grown over time, including since the beginning of the COVID-19 pandemic. Leveraging a conceptual framework of administrative burdens with organizational fields theories, this interview study seeks to understand the burdens that parents and caregivers face in their work advocating and supporting their children within SE. My findings have implications for educational leaders' work to create inclusive and equitable education systems.

Facilitator:
William Black, University of South Florida

146. Scholarship Reconsidered in Educational Leadership: A Workshop for Developing Guidelines to Evaluate Scholarship of Engagement

Innovative Session / Mini-Workshop
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway I

UCEA's mission speaks of "promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice" and "positively influencing local, state, and national educational policy." Yet, by privileging knowledge dissemination in peer-reviewed journals, we work against that. This UCEA workshop is an opportunity to roll up our sleeves and begin to work on how to evaluate the scholarship of engagement in educational leadership for the purposes of tenure and promotion.

Facilitator:
Scott McLeod, University of Colorado Denver

147. Principal Leadership Success Amidst Contemporary Complexities and Layers of Influence: International Perspectives

Symposium
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway J

This symposium presents case studies of principals leading for equity, well-being, and academic

outcomes in Sweden, Scotland, China, and the United State. The cases are part of the International Successful School Principalship Project as it has been updated with comparative mixed methods and a conceptual framing of complexity theory and ecological systems theory. Findings indicate the importance of schools as societal institutions and adaptive systems with aims for equity, well-being, and academic performance.

Participants:

Principal Ownership Towards Increased Teaching Quality—The Swedish Case. Ulf Leo, Umeå University; Helene Karin Ärlestig, Umeå University; Olof C. A. Johansson, Umeå University

Adaptive Leadership: How a Principal Achieved Success in an International School in China During COVID-19. Cathy Ping Xie, Beijing Normal University

Building and Sustaining Improvement During Uncertain Times: Successful School Leadership in Scotland. Michalis Constantinides, UCL Institute of Education

Successful Principals Amidst Complex Reforms and Demographic Changes in United States. Rose Ylimaki, Northern Arizona University; Joseph Martin, Northern Arizona University; Lauri Johnson, Boston College; Betty M. Merchant, University of Texas at San Antonio

Facilitator:
    Rose Ylimaki, Northern Arizona University

148. Critical Conversation: Live Recording of the JCEL Jabber Podcast
Critical Conversations
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 1 - Lakeshore A

The goal of this session is to record a live episode of JCEL Jabber. The recording session will allow for the authors of a case study to describe their thinking behind their manuscript and their perspectives on its utility. In addition, Drs. Terri Watson, Ian Mette and Curtis Brewer will pose questions and take questions from the audience. The session will continue our effort to make JCEL more accessible to more readers.

Facilitators:
    Curtis Brewer, University of Texas at San Antonio
    Ian Mette, University of Maine
    Terri Nicol Watson, City College of New York (CUNY)

149. Networking Rural Research–Practice Partnerships: An Exploratory International Study
Critical Conversations
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 1 - Lakeshore B

In partnership with the Welsh government and the Robert Owen Centre at the University of Glasgow, this project seeks to establish valid and reliable place-based alternatives to high-stakes testing, shifting the paradigm from accountability to responsibility. This project is developing a suite of robust and collaboratively generated evidence tools that promote improved leadership practices, student learning outcomes, curricula, assessment processes, classroom pedagogies and relationships with school communities.

Facilitators:
    Kristina Astrid Hesbol, University of Denver
    Kent Seidel, University of Colorado Denver

150. Conceptualizing Radical Love for Black Youth
Critical Conversations
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 1 - Lakeshore C

Although 70 years post Brown v. Board of Education, schools are more diverse racially, ethnically, linguistically, etc., there are still structures and policies that exclude and disenfranchise Black students. This session begins the theorizing that is necessary to advance the concept of radical love and invites scholars and practitioners to reflect on their own understanding of what it means to create humanizing and liberatory educational opportunities for Black youth to thrive.

Facilitators:
   Rhoda Freelon, University of Houston
   April L. Peters-Hawkins, University of Houston

151. Asian Americans in Educational Leadership, Organizations, and Policy
Meeting
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet D1

Facilitators:
   Ann M. Ishimaru, University of Washington
   Taeyeon Kim, University of Nebraska–Lincoln
   Van Lac, University of Texas at San Antonio
   Grace J. Liang, Kansas State University
   Daniel D. Liou, Arizona State University
   Irene H. Yoon, University of Utah

152. JSL Editorial Board Meeting
Meeting
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet D2

Facilitator:
   Ann Elizabeth Lopez, OISE/University of Toronto

153. Politics of Education Association Meeting
Meeting
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet D3

Facilitators:
   Cory Brown, Ohio State University
   Adrienne Dixson, University of Kentucky
   DeMarcus A. Jenkins, University of Pennsylvania
   Amanda U. Potterton, University of Kentucky
   Jasmine Porter Rallins, University of Illinois at Urbana-Champaign
   Cecilia Elizabeth Suarez, University of Florida
   M. Nathan Tanner, University of Illinois at Urbana-Champaign
   James Roberts Timberlake, University of Wisconsin–Madison

154. Institutional Shifts for Equity, Inclusion, and Excellence
Paper Session
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway A

Participants:

Community College Leadership Practices for Scaling and Implementation of a Promising Mathematics Initiative. Carlos Sandoval, WestEd; Bethany Sansing-Helton, Madison Area Technical College; Angela Knotts, WestEd; Ann Edwards, WestEd

   Mathematics pathways have proven to be promising approaches to address barriers for postsecondary students. Despite their effectiveness, these efforts face challenges as it pertains to

their scale. We seek to examine how actors champion math pathways in their institutions. We examine leadership practices to understand how actors advocate for the scaling of math pathways. We identified two leadership practices that these actors engage in, and reveal how these leaders resource efforts to scale math pathways.

How an HBCU Special Education Leadership Doctoral Program Hard Reset With Leaders Serving Marginalized Populations. Sean Coleman, Bowie State University; Heather E. Kafele, Bowie State University; Ronald Drummond, Anne Arundel County Public Schools; Yolanda Coleman, Prince George's County Public Schools; Diedra Small-Screws, Prince George's County Public Schools; Shaundria Gibson, Prince George's County Public Schools; Andrea Burrell, Prince George's County Public Schools; Latanya Ladson, N/A

COVID-19 disproportionately impacted marginalized students of color, and this impact was felt even more at Historically Black Colleges and Universities (HBCUs). The purpose of this research is to examine factors that contribute to the decision of educational leaders to enroll in a doctoral program at an HBCU at a time when education needed a "hard reset" for students and families due to the COVID-19 pandemic.

Recruiting Equity for Autistic Students: A Missed Opportunity in Dual Credit Courses. Amber K. Meyers, Tarrant County College; Barbara L. Pazey, University of North Texas

Autistic students comprise a growing segment of the population, but enrollment in postsecondary education lags behind other disability groups significantly despite students' intellectual abilities. Dual credit programs offer a proven advantage, increasing rates of college enrollment, success, and eventual graduation. Autistic youth do not enroll in dual credit programs at rates comparable to their neurotypical peers. This qualitative study for school leaders presents key areas of concern and recommendations for changes in the recruitment process.

"Standing on an Island" No More: Imagining a Hard Reset for Special Education Central Office Leaders. Lok-Sze Wong, University of North Texas; Jennifer Rose Cowhy, Northwestern University; Lauren Katzman, Arizona State University

This study seeks to understand the opportunities that special education central office leaders have to provide socially just, equitable, and inclusive learning environments for all students. Further, this study explores possible changes to school systems that would help leaders create such environments. We bring together DefectCraft and institutional theory to show how ableism is baked into the regulative, normative, and cultural-cognitive dimensions of our education system, thus uncovering possible changes to existing school systems.

Facilitator:
Dana Thompson Dorsey, University of South Florida

155. Culturally Responsive Practices and Improved School Leadership
Paper Session
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway B
Participants:

A Developmental Approach to Racial Literacy by Examining the Racial Meaning-Making of Culturally Responsive School Leaders. Lawrence Louis, Michigan State University

The purpose of this sequential mixed methods inquiry is three-fold: (a) identify the racial meanings that culturally responsive school leaders hold; (b) clarify the relationship between school leaders' developmental racial literacies and their developmental meaning-making systems; and (c) illustrate how school leaders' developmental racial literacies are negotiated and distributed within organizational leadership teams implementing CRSL.

Critical Accountability: The Role of Equity Audits in Culturally Responsive School Leadership. Bodunrin Banwo, University of Massachusetts Boston; Kashmeel McKoena, University of Massachusetts Boston; Eskender A. Yousuf, University of Minnesota; Coy Carter, Jr., University of Minnesota; Muhammad Khalifa, Ohio State University

The research explores equity audits as a method to improve marginalized children's schooling and life experiences. This research is intended to guide leaders and classroom practitioners in using

data gathered through district data and equity audits. The first section focuses on a district-level equity leader that works to shift equity in a way that encourages diversity and inclusion. The second part examines concepts, case study, and approach to equity.

Culturally Responsive Instructional Supervision: An Instructional Leadership Framework for Equitable and Emancipatory Outcomes. Ian Mette, University of Maine; Dwayne Ray Cormier, Virginia Commonwealth University; Yanira Oliveras, University of Texas at Tyler

This paper discusses how culturally responsive instructional supervision (CRIS) can combat historical inequities that exist and are perpetuated throughout U.S. society. CRIS frames instructional feedback to address sociocultural gaps that in turn create more equitable school systems and society more broadly. It requires supervisors to engage in the development of their own critical consciousness (Waite, 2021), reject context-neutral and colorblind feedback about instruction, and consider how privileged sociocultural identities influence how instruction is provided.

Research, Restoration, and Reconciliation: Using Community-Based Participatory Research to Reshape the School Experience for Black Families. Keneisha La'Rae Harrington, Kennesaw State University

This manuscript showcases the power of engaging Black families through community-based participatory research by describing insights from six Black working-class parents from two school districts. Parents participated in interviews and focus groups to discuss their experiences and engagement with their children's education. Through the focus groups, participants resurfaced memories, accounts, and narratives related to their experiences as parents and former students, signaling a path towards reconciliation and restoration between Black families and the education system.

Facilitator:

Shannon Holder, Central Connecticut State University

156. Pandemic P-20 Leadership and Sense-Making
Paper Session
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway C
Participants:

Estimating and Comparing Human Resource Costs of Program Coordination Prior to and During the Pandemic. W. Kyle Ingle, University of Louisville; Joanne M. Marshall, Iowa State University

In this follow-up study, we surveyed program coordinators at UCEA-member institutions in spring 2022 seeking to estimate and compare the human resource costs of program coordination prior to and during the pandemic. In spite of the pandemic, program coordinators in 2022 reported spending less time on program coordination than those who participated in 2017. This yielded lower overall human resource costs but decreases in the number of incentives and supports.

Institutional Logics of Community Leaders Responding to Crisis: Addressing Youth Well-Being Through Cross-Sector Collaboration. Rebecca Lowenhaupt, Boston College; Babatunde Alford, N/A; Piaoran Huo, N/A; Betty Lai, N/A; Gabrielle Oliveira, N/A

This paper examines the institutional logics guiding a cross-sector initiative to support youth well-being. Drawing on institutional theory, we analyze the institutional logics presented in interviews with community leaders working together to form a Children's Cabinet during the COVID-19 pandemic. We found that leaders shared a common ethic of care for youth, while presenting distinct logics about how to fulfill this commitment of care, resulting in blended logics that both facilitated and hindered collaboration.

Toward a Theory of Sensemaking in Crisis: Sensemaking, Sensegiving, and Sensesplitting. Kate Hasler Steilen, University at Buffalo, SUNY; Lea Ann Hubbard, University of San Diego; Corrie Stone-Johnson, University at Buffalo, SUNY

This study engages the affective and social dimensions of sensemaking in order to describe how leaders generated understanding of and for their organization during a period of monumental change. We focus on sensemaking in crisis, as it unfolds. We attend to leaders' narratives of crisis and change. We investigate how multiple leaders account for decisions and describe the enacted

environment in order to produce insight into the politics of organizational sensemaking.

Weathering the Storm? School Board Members Adaptation to Turbulent Pandemic Times. Blake Willoughby, University of Missouri; Se Woong Lee, University of Missouri; Emily Crawford, University of Missouri

> The impact of COVID-19 on school board members is an important area of inquiry as the nation moves towards a potential hard reset on public education in the United States. To better understand how school board members perceived their relationships, roles, and responsibilities during and after the pandemic, this research takes a comparative case study approach utilizing turbulence theory to analyze two Missouri school districts' board members on their experiences serving throughout the pandemic.

Facilitator:
> Noelle Witherspoon Arnold, Ohio State University

157. International and Refugee Students Navigating U.S. (Educational) Contexts
Paper Session
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway D
Participants:

Student Motivation for English Language Acquisition in a Learning Center in South Korea: A Case Study. Younglong "Rachel" Kim, Oklahoma State University; Katherine Curry, Oklahoma State University; Ashlyn Fiegener, Oklahoma State University

> Persistent achievement gaps between high income and low income students were exacerbated during the pandemic. In South Korea, a learning center was established by members of the community in a low income area to support student learning. The purpose of this study is to understand, through the perspectives of volunteer teachers and students, how this center facilitated student acquisition of English language skills and motivated them for continued engagement during the pandemic.

The Refugee Context and Acculturation Into U.S. Schools. Sami Jabarkhail, Texas A&M University; Jean Madsen, Texas A&M University

> Already 31,000 Afghan Refugees have worked with resettlement agencies to start their lives in the U.S. Schooling is the primary acculturating where refugee students face barriers and learn a new language. The intent of this study was to give an accounting about refugees' previous living experiences in refugee camps prior to coming the U.S. It is important that schools understand the conditions and experiences of these students as they come to our schools.

"This Can Be Their Home-Land; This Is Their Home!" Disrupting Border/lines and Caring for Refugee Students. Grace J. Liang, Kansas State University; Daniel D. Liou, Arizona State University

> This ethnographic case study explores the leadership perspectives and practices of a Thai American woman principal. Building upon Rivera-McCutchen's (2021) radical care, this paper addresses the intersection of her high moral compass, that is, the ultimate respect for human lives and rejection of and refusal in participating in any form of violence (i.e., symbolic, verbal, physical, and psychological) to radical care—one anchors her "wholeness" in fighting with and for her refugee students and families.

Si Se Puede! A Legal Case Study of English Learners in a High Ability Program. David Hoa Khoa Nguyen, Indiana University–Purdue University Indianapolis; Gregory Pope, Indiana University Bloomington

> English Learning students (ELs) are one of the fastest growing student populations in the United States, but school districts are falling behind in equitably including them in their high ability programs. This legal case study will analyze district policies, state and federal laws, and regulations to understand the disproportionality of English learners in high ability programs. Through a legal case study analysis, we will present implications and potential equitable solutions.

Facilitator:
> Zorka Karanxha, University of South Florida

158. Leadership Effectiveness, Transformation, and Success
Paper Session
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway E
Participants:

A Qualitative Meta-Analysis of Successful School Principalship Case Studies: Examining Success, Leadership, and Contextual Influences. Jingping Sun, University of Alabama; Rong Zhang, University of Alabama; Huaiyue Zhang, University of Alabama; Ting Huang, University of Alabama
   This paper meta-analyzed publications derived from the International Successful School Principalship Project (ISSPP). Employing a qualitative-meta-analysis approach and meta-ethnography techniques, we investigated the definition of success, contributors to success, the nature of successful principalship in seven non-Anglo-Saxon countries, and the internal qualities of principals that shape their practices within diverse contexts. The findings add to our understanding of the nature of successful principalship and inform leadership development in a global educational context.

Context Matters on Successful School Leadership Across Diverse Texas Communities. Jessica Sievert Navarro, Texas State University; Khalid Arar, Texas State University
   This study explores how successful leaders leverage their traits and practices across contexts to improve student outcomes in increasingly diverse suburban Texas communities. Multiple qualitative case studies explore district administrator, principal, campus leadership team, teachers, and parent perspectives on how successful principals respond to varying contexts. The findings can inform principal preparation, hiring, and support systems; school leadership policy and practice; and parents and community members collaboration impacting school outcomes.

Leading and Transforming Urban Elementary Schools: A Case Study of Latina Principals. Juan Manuel Niño, University of Texas at San Antonio
   Current leadership practices for school improvement focus on linear or specific approaches in defined contexts. This leadership study highlights the challenges associated with maneuvering through different levels to achieve successful reform outcomes that honor the struggle for school improvement in urban elementary schools. Specifically, this study focuses on how two principals, with support from teachers and parents, led the school's transformation to meet academic measures and successfully meet the broader needs of students and the community.

Well-Being and Effective Leadership—the Effectiveness of Soul of Leadership Professional Learning Program. Julia Mahfouz, University of Colorado Denver; Danny Yahya, N/A; Kathleen King, North Central College; Stephen Kotok, St. John's University
   This study explores a) how school leaders (principals and assistant principals) experience Soul of Leadership: Courage, Presence, & Integrity (SoL)—a professional development program based on cultivating social and emotional competencies and b) the influence of SoL on their well-being and leadership.

How Instructional Leaders Promote Social Justice. Haim Shaked, Hemdat College of Education
   This study explores how instructional leaders act to promote social justice. The findings revealed that they incorporated a social justice perspective into the three dimensions of instructional leadership—defining the school mission, managing the instructional program, and developing a positive school learning climate—to address three main areas of inequity in the school: outcomes, belongingness, and discipline. As an instructional leader, the principal has to take specific actions to ensure fairness and equity.
Facilitator:
   Christopher Lee Small, Florida State University

159. Leadership and Wellness in an Era of Incivility
Paper Session
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway F

Participants:

Compassion in an Era of Incivility: The Costs and Possibilities for Educational Leaders. Kara Lasater, University of Arkansas

> Compassion is intrinsically valuable to school leaders' work, but it is difficult to enact in professional environments marred by incivility. Incivility can cause extreme stress, jeopardize professional satisfaction, and undermine well-being. Fortunately, compassion allows leaders to experience fulfillment and rejuvenation in their work despite persistent incivility. Thus, the purpose of this conceptual paper is to offer recommendations which armor leaders against incivility and build their personal and organizational capacity for compassion.

Revisioning Supports and Disrupting Professional Learning to Equip Principals for the Emotional Aspects of Their Work. Cameron Hauseman, University of Manitoba

> The picture of school leadership in contemporary times appears bleak. If the current situation facing K-12 principals is untenable, then it makes sense to scrutinize the preparation programs that continually fail to adequately prepare them for the physical, emotional and mental rigors associated with their role. This paper explores how, absent structural changes and the provision of meaningful, "just-in-time" supports, isolated, individualized and neoliberal approaches to self-care cannot alleviate the challenges facing school leaders.

Rural Principal Burnout and Intent to Leave: 18-Year Trends by Principal and School Characteristics. Jiangang Xia, University of Nebraska–Lincoln; Sam Butler, University of Nebraska–Lincoln; Nicholas J. Pace, University of Nebraska–Lincoln; Donald Johnson, University of Nebraska–Lincoln; Scott Sturgeon, University of Nebraska–Lincoln

> This country is facing an educator and principal shortage, which is magnified in rural schools. This study takes a closer look at the historic trends of rural principal burnout and principals' intent to move to other schools or leave education. Data from the SASS (2003-04 and 2007-08) and NTPS (2015-16, 2017-18, and 2020-21) are used, and results show higher levels of principal burnout and intent to move and leave in rural schools.

Stress, Sleep, and Mental Health in Central Texas Principals: A Pilot Study. Eleanor J. Su-Keene, Texas A&M University; David DeMatthews, University of Texas at Austin

> Across fields and disciplines, research on sleep has demonstrated links to stress, health, and occupational efficacy. In educational leadership, sleep is understudied and thus an opportunity to explore its role between stress and other factors that impact principals' work. This study monitored eight Central Texas principals using Actigraph sleep-watches to determine how work stress impacts principals' sleep attributes and the relationship between stress, sleep, efficacy, and health. Implications for policy and preparation programs are provided.

Facilitator:
> Bradley W. Carpenter, Sul Ross State University

160. Policies and Politics of District/School Partnerships
Paper Session
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway G
Participants:

District and School Leaders Partnering With Multiple Providers to Coordinate Improved Tier I Instruction. Elizabeth Uzzell, University of Virginia; Coby Meyers, University of Virginia

> This study follows a district attempting to improve teaching and learning through a unique partnership with two organizations intent on supporting school and district improvement. Both organizations believe professional development should be ongoing and contextualized, focused on building capacity. We present this snapshot of a 3-year partnership in progress, and find this coordinated effort between external providers and district departments can provide clarity of vision, targeted support, and ongoing leadership development to improve instruction system-wide.

From "School System" to a "System of Schools": Oakland's Portfolio District and "Third Way" Network Governance. René Espinoza Kissell, University of California, Santa Cruz

The portfolio strategy aims to expand school choice options for students while the district coordinates enrollment and other shared systems. I examine Oakland's portfolio district as a qualitative case study of network governance along with the consequences and contradictions of managing public-private partnerships. Findings indicate that the waves of school closures, shifts in decision-making power, and use of community-oriented rhetoric require a reframing of district governance within theories of the state and racialized democratic control.

Leveraging a Multidistrict Partnership That Supports Educational Leaders to Improve Student Attendance. Joshua Childs, University of Texas at Austin; Ain Grooms, University of Wisconsin–Madison; Eligio Martinez, Jr., Claremont Graduate University; April L. Peters-Hawkins, University of Houston

sustainability of such efforts. In recent years, communities have gotten more involved in addressing chronic absenteeism through cross-sector collaboration, thus leading to a variety of organizations not directly connected to education to become involved in combating chronic absenteeism. In our paper we will discuss findings from a study that highlights one district's strategies that were used by leaders (principals, district administrators, community personnel) to improve school attendance.

The Role of the Principal Supervisor in Mid-Size Districts in Supporting Principals' Instructional Leadership. Elizabeth Leisy Stosich, Fordham University; Rebecca Ann Thessin, The George Washington University; Coby Meyers, University of Virginia

The purpose of this study is to understand the daily experiences of district shepherds, a role akin to the principal supervisor, as they enact their roles and engage in key work tasks with school principals to facilitate school improvement. We examine how shepherds, who were all prepared for their new roles by the same university-based professional learning program, strove to support principals' ongoing leadership learning and their leadership of school improvement efforts in underperforming schools.

Facilitator:
  William Black, University of South Florida

161. Charter Schools, Racial Justice, and School Leadership
Symposium
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway H

The charter/choice movement, combined with its deceptive, built-in racism, is a significant aspect of the current sociopolitical conflict (Buras, 2015; Vasquez, et al., 2019), especially for Black families. The four papers of this session will address different facets of this, including school choice mocking Blackness, no accountability leading to racial inequity, Black families' resistance to White control, and the disastrous racial effects of charter schools. All of these have implications for leadership understanding and action.

Participants:

Making a Mockery of Blackness: Anti-Blackness, School Choice, and the Present Tense of the Past. Kevin Lawrence Henry, Jr., University of Wisconsin–Madison

Free to Choose, but What Are We Choosing? Analyzing the Intersection Between School Choice and Accountability Policy in Arizona. Joel R. Malin, Miami University; Abayomi Abodunrin, Miami University; Andrew Saultz, Miami University; Amanda U. Potterton, University of Kentucky

When Whiteness Remains Propertied and Anti-Blackness is Endemic: An Ethno-Historical Narrative of Black Naptown's School-Community Families, From Segregation to School Choice Era. Jada Phelps-Moultrie, Michigan State University

The Charter School Disaster v. School Leadership as Collectivist, Community-Centered, and Coalition-Building. James Joseph "Jim" Scheurich, Indiana University–Purdue University Indianapolis

Facilitators:
  James Joseph "Jim" Scheurich, Indiana University–Purdue University Indianapolis
  Linda C. Tillman, Loyola Marymount University

162. "Lack of Clarity Is an Obstacle in Doing the Right Thing:" Administrators' Understanding of LGBTQ+ Policies

Symposium
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway I

State anti-LGBTQ+ education bills have reached record numbers in 2023. This symposium examines U.S. administrators' understanding of LGBTQ+ education policies across this legislative terrain. Using multiple modes of inquiry, the panelists shed light on the realities K12 administrators face in an uneven policy terrain by illustrating how educational leaders enact—or fail to enact—protective state legislation, leaders who resist harmful policies, and unintended consequences of both protective and exclusionary policies.

Participants:

Gender-Inclusive, Emergent, and Resistant Leadership Approaches to Gender-Diversity Reform: The Case of Illinois. Mollie McQuillan, University of Wisconsin–Madison

LGBTQ+ Administrators' Affective Sensemaking and Organizational Change Work in a National Sample. Andrew Stein, Northwestern University

Educators' Theories of Change Around Colorado's LGBTQ+-Inclusive Curriculum Legislation. Bethy Leonardi, University of Colorado Boulder

Resistance "Within the Terms of the Law": Localized Responses to Anti-LGBTQ+ Governance in Schools. Bryan J Duarte, Purdue University; Sarah Simi Cohen, University of Texas at Austin

Affirming Policies for Working With Transgender and Nonbinary Students: A Pennsylvianian District Case Study. Sherri Castillo, University of Texas at Austin

Facilitators:
    Mollie McQuillan, University of Wisconsin–Madison
    Erin Gill, University of Wisconsin–Madison

163. Educator Burnout and Mitigation Factors

Symposium
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway J

This symposium provides insight of four researchers' work around educator burnout and attrition. Three of the researchers surveyed educational professionals to ascertain an understanding of perceptions of compensation factors, compassion fatigue, and general burnout, with attention on uncovering patterns of support that school leaders could provide. The other researcher performed qualitative research to understand, in depth, some of the challenges with retaining paraprofessionals.

Participants:

Teachers' View of Compensation Factors When Choosing an Employer. Eric Holtzman, Waynesboro Area School District

The Cost of Caring: An Analysis of Teacher Burnout, Compassion Fatigue and Compassion Satisfaction. Theresa Jackson, York Suburban School District

Stress and Burnout in Education: Impacts on Staff and Organizational Strategies. Josh McManness, Lancaster-Lebanon Intermediate Unit 13

Meeting the Demand for Paraprofessionals. Jennifer Chamberlin, N/A

Facilitator:

Tiffany Wright, Millersville University

164. Engaging "Professional Hypocrisy": A Dialogue on Inhabiting the Values We Demand of Aspiring Educational Leaders

Critical Conversations
4:00 to 5:10 pm

Hyatt Regency Minneapolis: Floor 1 - Lakeshore A

This Critical Conversation considers how educators of school leaders live into the values we demand of our students. We extend Lugg and Shoho's (2006) self-reflexive observation that "the worst sort of professional hypocrisy" involves demanding our students to be risk-takers without sharing in the risks of leading for justice. We reflect on and generate actionable ways to live our commitments to justice as an everyday practice.

Participants:
   Anthony B. Craig, University of Washington
   Decoteau J. Irby, University of Illinois at Chicago
   Ann M. Ishimaru, University of Washington
   Van Lac, University of Texas at San Antonio
   Anjalé Welton, University of Wisconsin–Madison

Facilitators:
   Ethan Chang, University of Hawai'i at Manoa
   Jason Cummins, Montana State University
   Aditi Rajendran, University of Minnesota

165. Collaborative Efforts Between Leaders and Researchers to Support the Hard Reset That Educational Systems Require

Critical Conversations
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 1 - Lakeshore B

This critical conversation centers on "facilitating community connectedness" and "the responsibility of leaders [and researchers] to make the hard reset" to dismantle racially unjust and oppressive educational systems. The objective is to jointly grapple with the learning necessary to engage in collaborative research aimed at a reimagining of educational systems.

Facilitators:
   Manuelito Biag, Carnegie Foundation for the Advancement of Teaching
   Sharicca Boldon, Baltimore City Public Schools
   Marytza Gawlik, Florida State University
   Lindsey Kaiser, University of Washington
   Matthew Missias, Grand Valley State University
   Christopher Miklaszewski, University of South Florida
   Kemi Anike Oyewole, Stanford University
   Donald J. Peurach, University of Michigan
   Alison Fox Resnick, University of Colorado Boulder
   Rodolfo Rincones, University of Texas at El Paso
   Kathryn Schiller, University at Albany, SUNY
   Ashley Shafer, University of Pittsburgh
   Adriana Villavicencio, University of California, Irvine
   Laura Wentworth, California Education Partners
   Kristen Wilcox, University at Albany, SUNY
   Sarah Woulfin, University of Texas at Austin
   Kyo Yamashiro, Loyola Marymount University

166. My Tired Is Tired: Sins of the Syndemic for Black Women Academics

Critical Conversations
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 1 - Lakeshore C

While world recovers from the psychological and socioemotional scars caused by COVID-19 isolations and quarantines, Black women in the academy (and in general) continue to experience a syndemic in life and in the Academy. Syndemic diseases co-occur in particular temporal or geographical contexts due to harmful social conditions. The high-stress environment of higher

education play a role in the negative mental and physical health outcomes seen among Black women in academics.

Participants:
    Janeula M. Burt, Bowie State University
    Adrienne Dixson, University of Kentucky

Facilitator:
    Judy Alston, Miami University

167. Carnegie Project on the Education Doctorate
Meeting
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet D1
Facilitator:
    Jill Alexa Perry, University of Pittsburgh

168. Leadership for Social Justice SIG
Meeting
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet D2
Facilitators:
    Angel Miles Nash, The Wallace Foundation
    Marsha E. Modeste, Pennsylvania State University
    Nakia M. Gray-Nicolas, Queens College, CUNY

169. The Center for the Study of Leadership in Urban Schools
Meeting
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet D3
Facilitators:
    Kristina Brezicha, Georgia State University
    Will Rumbaugh, Georgia State University
    Nicholas J. Sauers, Georgia State University

170. General Session III: UCEA Presidential Address: Carol A. Mullen
Special Session
5:30 to 6:45 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet A-C
See call-out box

171. UCEA Barbara L. Jackson Scholars Recognition Ceremony
Special Session
7:00 to 8:00 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet A-C

172. UCEA Barbara L. Jackson Scholars Network Reception
Reception
8:00 to 9:00 pm
Hyatt Regency Minneapolis: Floor 2 - Northwoods

General Session III: UCEA Presidential Address

Carol A. Mullen, Virginia Tech
Speaking of Allyship—It's Time to Leap Together in Educational Leadership

UCEA President Carol A. Mullen, PhD, is a professor in the Educational Leadership and Policy Studies Program at Virginia Tech. An interdisciplinary researcher, she is a two-time Fulbright Scholar who studies global issues in education and leadership with a focus on social justice and equity. Her recent books include *Handbook of Social Justice Interventions in Education* (Springer) and *The Risky Business of Education Policy* (Routledge). Her alma mater, the University of Toronto, honored her with the 2020 Leaders and Legends Excellence Award, and she is the proud recipient of UCEA's 2022 Master Professor Award and 2016 Jay D. Scribner Mentoring Award. A graduate mentor, Carol has completed over 33 PhD/EdD advisees and 48 as a committee member, as well as master's students. She is past-president of the International Council of Professors of Educational Leadership and Society of Professors of Education, in addition to former editor of *Mentoring & Tutoring*. Carol focuses on improving education by building capacity for leadership and professional development in schools and academia. Topics include pedagogy, mentoring, collaboration, policy, and creativity from critical perspectives. One stream of this work centers allyship in education to promote a socially just world that is equitable and safe.

Session 170   Friday Nov. 17   5:30–6:45 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet A-C

Saturday Nov. 18

173. Learning From Youth Voice, Experiences, and Perspectives on School Policies and Practices
Paper Session
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 2 - Greenway A
Participants:

Black Girlhood Memories as Culturally Sustaining Praxis in the Age of Book Bans. Melody Andrews, Howard University
> This interdisciplinary, qualitative narrative study examined the girlhood memories of five Black women ELA specialists in the United States. The purpose of the study was to analyze how participants leverage their girlhood memories to inform their culturally sustaining leadership praxis to advocate for inclusive ELA curricula. Findings indicate the need for diversity in the role of curriculum specialist to increase access to diverse texts, as well as, implications for educational policy, practice and educator preparation.

Reimaging Educational Leadership Through Student Voice: Resetting Our Approaches to Schooling With Student Voice Research. Marc Ian Brasof, Arcadia University; Joseph Levitan, McGill University
> Radical democratic practice that leads to mutual understanding across diverse stakeholders undergirds the principles of much empirical research. But, we argue that principles in educational research specifically—ethics, the value of the studies for knowledge in practice and policy, validity, reliability—need to be further unpacked with an eye towards the forces of socialization that position youth on the fringes of research and school change processes rather than central partners.

Safety for Whom?: Understanding Black Youth Experiences With School-Based Law Enforcement. Cheta Uchenna Agwoeme, University of Pittsburgh
> In this paper, I examine how Black youth experience school-based law enforcement (SBLE) and their perceptions of police in schools. Centering anti-Blackness in my analysis revealed how (a) my participants' maneuvering through the school to avoid SBLE is indicative of student safety as an impossibility for Black students, (b) student safety measures are rooted in anti-Blackness, and (c) how Blackness is constructed as unsafe to the school environment.

"This is a Bad Way of Thinking:" Youth Counternarratives of Equity Resistance Campaigns. Andrene Castro, Virginia Commonwealth University; April Weber Hewko, Virginia Commonwealth University; Kevin L. Clay, Rutgers University; Genevieve P. Siegel-Hawley, Virginia Commonwealth University
> This study examines youth narratives regarding contemporary equity resistance in Loudoun County, Virginia—a site of significant anti-equity adult agitation. Appropriating an activist tradition of journalism as a resistance, Loudoun County high school newspaper writers dispelled common conservative myths about the prevalence of critical race theory in classrooms and offered robust analyses of who and what they perceived to be the real challenges within and alongside adult campaigns against equity reforms.

Who's Defining Student Voice? A Critical Discourse Analysis on Student Voice in the United States. Dan Patrick Brogan, University of Minnesota
> This paper explores the disparities in student voice discourses between adults and high-school-aged youth in the United States. Adult researchers and practitioners filter definitions of student voice through adult lenses, often without consulting or citing youth perspectives. Through critical discourse analysis (CDA), this paper comparatively examines literature and media from adult education leaders, policymakers, and student leaders. Implications consider how youth are understood as decision-makers and members of the community.

Facilitator:
  Van Lac, University of Texas at San Antonio

174. Critical Perspectives for Leaders and Scholars
Paper Session
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 2 - Greenway B
Participants:

An Era of Pivoting for All: A Retrospective Collaborative Autoethnography (RCAE) on Conducting Qualitative Research. Sarah D. Lent, University of Wisconsin–Madison; Lydia Gandy-Fastovich, University of Utah
  Amidst the COVID-19 pandemic, we conducted a retrospective collaborative autoethnography (RCAE) concerning our experiences conducting qualitative research online. This paper highlights the unprecedented nature of the required pivots in research and the opportunity to reimagine possibilities for conducting qualitative research in education. We preview findings concerning engagement with participants and the methodological impacts of data collection and argue there are increasing interdisciplinary opportunities for collaboration in research and corresponding considerations for conducting qualitative research online.

Comparing Cultures of School Leadership Effectiveness: Rural Leadership Behaviors Between China and the U.S. Andrew Pendola, Auburn University; Huacong Liu, Shanghai Jiao Tong University
  This paper addresses the effect of rurality on the connection between principal practices and student outcomes in two rural settings between the U.S. and China. Drawing from comparative institutionalism, we assess the extent to which cultural and structural paradigms shape leadership practices across disparate contexts. Using HLM with adaptive LASSO selection, we analyze how rurality alters and exacerbates the relationship between disparate principal practices and student achievement across these two settings.

Status Quo Unchallenged and Silos Emerged: An Appraisal of the Theory Development in the 2010s. Yinying Wang, Georgia State University; Qurrat ul Ain Rasheed, Georgia State University
  This study examines the theory development in educational leadership in the 2010s. A total of 515 concepts that framed 1,800 empirical studies from 11 top-tier educational leadership journals were collected to build concept co-occurrence networks. Network analysis identified seven major theoretical lenses, in which social justice leadership-related concepts emerged as a major theoretical pillar but remained largely disconnected from the rest of the concepts, particularly organizational theory. Three recommendations were provided to promote theory development.

Walking the Talk of Criticality: Beyond Positionality/Reflexivity and Toward a Critical Living Framework. Alejandro Madrigal III, University of Texas at Austin
  The roles of positionality and reflexivity in the research process have long been discussed, and in a wide array of disciplines. Yet, these discussions remain cloistered within academic contexts. This paper seeks to break that pattern. I propose a "critical living framework" by which researchers can "walk the talk" of positionality and reflexivity in our daily lives and interactions.

Facilitator:
  Jeffrey S. Brooks, Curtin University

175. District-Level Leadership and Implications for Student Outcomes
Paper Session
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 2 - Greenway C
Participants:

District Leaders as Brokers or Barriers to Scaling Up K-12 Continuous Improvement Communities. Craig De Voto, University of Illinois at Chicago; Kathleen Pitvorec, University of Illinois at Chicago; Shelby A. Cosner, University of Illinois at Chicago
  Over the last two decades, scholars have outlined various community-based models to support

K-12 continuous improvement. However, less attention has been paid to how district-level leaders support or hinder these continuous improvement communities. Using social network analysis, semistructured interviews ($N = 72$), and meeting observations ($N = 92$) with several case districts— Washington and Hamilton—we demonstrate how district leaders have either become brokers or barriers to these respective communities and their continuous improvement efforts.

District Leaders' Perspectives on Developing and Implementing District ARP-ESSER Plans. Morgaen Donaldson, University of Connecticut; Samuel J. Kamin, University of Connecticut; Alex Lamb, University of Connecticut

ARP-ESSER is one of the largest influxes of funding from the federal government ever, yet it has been the subject of surprisingly little research. This paper provides evidence on the types and levels of investment ARP-ESSER has funded at the district level in one state and how these expenditures vary by type of district. We explore the ways in which district leaders interfaced with the both application for and implementation of ARP-ESSER money.

Do PLCs Still Work? Factors to Sustain Collaborative Learning Dynamics Across Schools Within a District. Joonkil Ahn, University of Arizona; Osly J. Flores, University of Illinois at Urbana-Champaign

Scholarship has yet to adequately explore how school districts create and sustain collaborative staff learning dynamics within PLCs across schools over an extended period of time. Drawing upon organizational learning concepts of operational and conceptual learning, this study identified three themes as critical factors to sustain the collaborative staff learning dynamics within a district for 18 years: value, not initiative, structures for sustainability of PLC, and getting the right people on the bus.

"They're Not Letting the Children Breathe": Policy Discourses of Texas's Takeover of Houston ISD. Daniel Dawer, University of Texas at Austin

This paper investigates the policy discourses invoked by the Texas Education Agency (TEA) to justify the takeover of the Houston Independent School District (HISD). Focusing on four community meetings hosted by TEA in March 2023, I analyze the discourses officials used to frame the takeover and how they became embedded in the structure of the meetings. I also consider how community advocates contested these discourses by taking over the meetings via strategic acts of disruption.

Facilitator:

Rachel Sue White, University of Tennessee at Knoxville

176. Coaching Principals Toward Winning Schools

Paper Session
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 2 - Greenway D
Participants:

Coaching to Foster Principal Excellence: Reimagining the System of Support for School Leaders. Gregory O'Donnell, University of Notre Dame

This study examines how leadership coaches adjust their strategies for principals in different contexts. Data include interviews, observations, and coaching logs from a university-based principal coaching program. Findings explore the balance of trusting relationships with necessary accountability structures. The study concludes with a number of recommendations for improving the supervision and support provided to principals, in particular, considerations for how coaching might complement the work of central office leaders in the supervision of principals.

Elementary Principal Coach Perceptions Regarding the Needs and Strengths of First-Year Principals. Gillian Huddleston, University of Texas at San Antonio

To support first-year principals, more school districts are enlisting principal coaches to help principals transition into their new role. The purpose of this study is to understand the perspectives of current principal coaches on the diverse needs of first-year principals. A qualitative multiple case study approach with cross-case analysis was used as the research method. Findings show that first-year principals truly have unique needs, and coaching greatly impacts the development of first-year principals.

Mentors Supporting the Well-Being of Principal Protégés. Rhonda Temple Wheeler, Auburn University; Ellen H. Reames, Auburn University; Angela Adair Garrett, Auburn University

Research regarding stress and burnout suggests the pressures of life as a principal are becoming more intense each year, increasing principal turnover. Using Seligman's PERMA model to investigate principal well-being, the researchers explored principal perceptions regarding how mentoring has supported them in their roles. Findings suggest that mentors increased principal confidence, work–life balance, and ethical decision-making by drawing the participants' attention to the overarching goals of self-care and doing what is best for students.

The Relationship Between Principal Coaching and Early Career Principals' Self-Efficacy in a Large Urban District. Matthew Irving Pearson, St. John's University; Joan Birringer-Haig, St. John's University

Principal turnover has impacted schools for nearly two decades and has intensified after the COVID-19 pandemic. This study examined the relationship between coaches who were trained in an International Coaching Federation (ICF) accredited program internal to a large urban school system and early career principals' perceptions of their self-efficacy as related to instructional leadership. Preliminary findings suggested that principals' instructional leadership self-efficacy increased significantly with the number of years of being with a coach.

Facilitator:
Jessica Renee Weiler, Western Carolina University

177. International Leadership Perspectives

Paper Session
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 2 - Greenway E
Participants:

Is Principal Sorting a Global Phenomenon? Evidence From TALIS 2018. Minseok Yang, University of Missouri; Hojun Lee, N/A

We know little about the phenomenon of principal sorting from the international comparative perspective. We use the Teaching and Learning International Survey 2018 to examine principal distribution in the 42 countries. We find substantial variation in the principal qualifications— the proportions of novice principals, principals with a master's degree or higher, and female principals—across countries. Schools serving a large portion of low-SES students and rural schools tend to be supervised by principals with weaker qualifications.

The Multicultural School: The Leadership Challenge. Daniel Erik Nordholm, Uppsala University; Christopher George Bezzina, University of Malta and Uppsala University

This study presents the changing landscape in the Swedish context as it addresses the challenges of multiculturalism. The move from a predominantly monocultural country to one which is more responsive to diversity in all its forms is presenting school leaders with new challenges. This study explores what two schools in socio disadvantaged areas and in particular two school management teams, are doing to create what Johnson (2006) describes as a more culturally responsive school leadership.

Facilitator:
John Pijanowski, University of Arkansas

178. Indigenous Native American

Paper Session
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 2 - Greenway F
Participants:

Conceptualizing Success in Balance: A Case Study of Successful Principal Leadership on a Navajo Reservation. Joseph Martin, Northern Arizona University; Rose Ylimaki, Northern Arizona University; Robyn Conrad Hansen, Northern Arizona University; Michael Schwanenberger, N/A

This paper presents a case study of a Navajo principal's success in a public school situated

on a Navajo reservation in the Southwestern U.S. The case study was developed as part of an international study of successful schools and principals (International Successful School Principalship Project or ISSPP). We used comparative mixed methods from ISSPP. Findings indicated balance and sustainability values of the Navajo philosophy as a foundation for leadership practices amidst complexities of the contemporary situation.

Hazhó'ó Baa Ntsáhákeesgo: Considering Insider-Outsider Perspectives on Navigating a Tribal IRB Process for Education Research. M. Nathan Tanner, University of Illinois at Urbana-Champaign; Oliver George Tapaha, Red Mesa Unified School District

Rooted in a desire to conduct ethical research with Indigenous peoples rather than on them, this autoethnographic document-based case study places the insider-outsider perspectives of two researchers navigating the Navajo Nation's Human Research Review Board's processes for conducting human subjects research within Kirkness and Barnhardt's (1991) "Four Rs" framework of respect, relevance, reciprocity, and responsibility. The paper promises to help other educational researchers develop their own research ethics and promote tribal education sovereignty.

Heart of the Earth Survival School: AIM, Minneapolis, and Indigenous Self-Determination in Education. Christopher Getowicz, University of Illinois at Urbana-Champaign

This research is a comparative historical analysis of community control between the American Indian Movement (AIM) Heart of the Earth Survival School in Minneapolis, African American community control in New York and Chicago, and Indigenous efforts for educational self-determination in what is today the southwestern United States.

Indigenous Traditional Ecological Knowledge and "Deeper Learning." Cailen O'Shea, North Dakota State University; Hollie Mackey, North Dakota State University; Scott McLeod, University of Colorado Denver

This paper articulates connections between historically rooted Indigenous perspectives on education and recent educational transformation conversations regarding "deeper learning" and "future ready" graduates. The authors outline the impetus of the work and highlight the connections between the Indigenous Traditional Ecological Knowledge (ITEK) framework and practices used to engage students more authentically and collaboratively.

Exploring the Link Between Students' Sense of School Belonging and Shared Leadership in U.S. High Schools. Sung Tae Jang, University of Hong Kong; Moosung Lee, Yonsei University

This study investigated whether and to what extent shared leadership in school was associated with a positive and equitable sense of school belonging among students from diverse backgrounds in the United States. It denoted shared leadership as collective practices that take place in school in which principals enact inclusive practices in the decision-making process and teachers collaborate with their colleagues to support all students' learning.

Facilitator:
Ann M. Ishimaru, University of Washington

179. The Promise of Data Use for School Improvement
Paper Session
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 2 - Greenway G
Participants:

A Deep Dive Into the Promise of Data Use. Priya Goel La Londe, University of Hong Kong; Rubén Antonio Sánchez Hernández, University of Hong Kong

This systematic qualitative metasynthesis of 73 studies examines the competing and contradictory demands of data use for improvement and for accountability. Our findings point to the ways in which student performance data are systematically used in policy and practice, under the guise of improvement aims, to shift teachers' and school leaders' foci toward performance accountability and school competition aims. These findings directly interrogate the data use promise for transformational school improvement.

Data Use Disconnect: How Educational Leader Preparation Programs Prepare Principals to Lead Data Use. Coby Meyers, University of Virginia; Tonya Moon, N/A; Lisa Abrams, N/A; Michelle Hock, N/A

Limited extant research on principals leading data use suggests that many of them are unprepared to navigate the various data processes and then help teachers translate what has been learned into instructionally responsive practice. In this study of preservice leadership programs across Virginia, we found that most programs spend little time explicitly teaching preservice leaders how to lead data use. Instead, preservice leaders were typically expected to learn how to lead data through field-based internships.

Understanding Data Use and School Improvement: Principals' Perspectives on Practices and Struggles With School Quality Data. Derrick Dzormeku, University of Massachusetts Lowell; Elizabeth Arnett Zumpe, University of Oklahoma; Abeer Hakouz, University of Massachusetts Lowell

Data-informed decision-making has become a widespread expectation for principals. However, data access does not guarantee effective data use. Principals might perceive data as overwhelming or irrelevant rather than helpful. As part of a district–university research–practice partnership, this paper draws upon interviews to examine principals' perspectives about the kinds of data that they need to drive school improvement, their struggles with data use, what comes easy, and how data dashboards relate to school improvement.

Understanding School Improvement Planning in Practice: Insights From a University–District Research–Practice Partnership. Abeer Hakouz, University of Massachusetts Lowell; Elizabeth Arnett Zumpe, University of Oklahoma; Derrick Dzormeku, University of Massachusetts Lowell

As continuous school improvement has gained popularity, some states have mandated schools to prepare annual improvement plans. However, little is known about how improvement planning happens in practice. This qualitative study draws upon interviews with principals and schools' improvement plans as part of a research-practice partnership between a Massachusetts district and university. This study analyzes how schools approach improvement planning, including when and how it takes place, who is involved, and challenges faced.

Facilitator:
Brandi Hinnant-Crawford, Western Carolina University

180. The Theory, Conduct, and Efficacy of the High Impact Leadership for School Renewal

Symposium
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 2 - Greenway H

This symposium includes five manuscripts detailing the High Impact Leadership (HIL) project. These papers offer a compelling account of (a) the theoretical foundations of HIL, (b) the transition from theory to practice as HIL was operationalized for a large federal grant, (c) how the implementation process unfolded in case study schools, and (d) the positive impact of HIL as determined in a randomized control trial.

Participants:

Theoretical Underpinnings for the High Impact Leadership for School Renewal Project. Jianping Shen, Western Michigan University; Xin Ma, University of Kentucky; Patricia Lee Reeves, Western Michigan University; Huang Wu, University of Missouri at Kansas City

Operationalizing the Theoretical Underpinnings for High Impact Leadership for School Renewal Into a Systemic Model for Transformative Change at the School Level. Patricia Lee Reeves, Western Michigan University; Jianping Shen, Western Michigan University; LaSonja Roberts, Western Michigan University

How Interactions Between Program Facilitators and School Principals Shape Implementation of the High Impact Leadership (HIL) Program. John Lane, Michigan State University; Mary Ebejer, Western Michigan University

How a Principal Establishes and Maintains Support for Innovation. John Lane, Michigan State University; Mary Ebejer, Western Michigan University

Effects of the "High Impact Leadership for School Renewal" Project on Principal Leadership, School Leadership, and Student Achievement: A Randomized Controlled Trial. Jianping Shen, Western

Michigan University; Patricia Lee Reeves, Western Michigan University

Facilitator:
  John Lane, Michigan State University

181. Exploring Educational Leadership Preparation

Symposium
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 2 - Greenway I

In this symposium, we analyze the findings from a series of interviews conducted with members of two cohorts of Master's in School Leadership Development students. We ask: How do educational leadership candidates grow as skilled and socially just school leaders through their participation in a core element of the leadership development curriculum, the two-semester administrative practicum? Panelists will discuss the implications of these findings for a hard reset for educational leadership development.

Participants:

Connected Leadership Learning. Brianne L. Reck, University of South Florida; Charles Vanover, University of South Florida; Mohammed Alqahtani, University of South Florida

Challenges of Learning to Lead in the New Normal of the Florida Public Schools. Charles Vanover, University of South Florida; Mohammed Alqahtani, University of South Florida; Brianne L. Reck, University of South Florida

A Sensemaking Approach to Building Social Justice Awareness. Andrea M. O'Sullivan, University of South Florida; Brianne L. Reck, University of South Florida; William Black, University of South Florida; Charles Vanover, University of South Florida

Facilitators:
  William Black, University of South Florida
  Charles Vanover, University of South Florida

182. Conditions of Work: Understanding the Crisis of Teacher and Administrator Attrition

Symposium
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 2 - Greenway J

In the wake of school staffing crises across the nation on scales never before seen, those concerned with principal burnout and turnover are now calling for in-depth qualitative studies to illuminate conditions in the field and the ways in which school leaders are making sense of and navigating those conditions. The papers included in this symposium begin to answer that call through close in examination across multiple urban school contexts.

Participants:

Where Is the Trust? Leading Amid New (and Old) Vulnerabilities in and Around Schools. Samantha Paredes Scribner, Indiana University–Purdue University Indianapolis

Conditions of Work for Educators in a Middle Eastern Nation. Mahsa Sadeghi, Indiana University

Leadership Burnout: Shifting Conditions of Work and Leaving the Field. Kyle Huskins, Indiana University–Purdue University Indianapolis

Incorporation and Resistance at the Seductive Center: Exploring the Evolution of Edgework and Carework in a Dual Language Program. Thu-Suong Nguyen, Indiana University–Purdue University Indianapolis; Brendan Maxcy, Indiana University–Purdue University Indianapolis

Facilitators:
  Curtis Brewer, University of Texas at San Antonio
  Thu-Suong Nguyen, Indiana University–Purdue University Indianapolis

183. Building Partnerships and Agenda Setting for Texas Education Policy

Critical Conversations

8:00 to 9:10 am

Hyatt Regency Minneapolis: Floor 1 - Lakeshore A

The purpose of this Critical Conversation is to promote discussion among faculty, graduate students, and practitioners to improve the way in which education policy is strategized alongside legislators and intermediaries in Texas. The session will be interactive with a set of driving questions for panelists and participants. Anticipated outcomes include relationship building and planning leading up to the next legislative session.

Participants:
   Bradley W. Carpenter, Sul Ross State University
   Sarah Woulfin, University of Texas at Austin
   David DeMatthews, University of Texas at Austin
   Chloe Latham Sikes, University of Texas at Austin
   Joanna D. Sánchez, IDRA
   Bradley Davis, University of Houston
   Frank Hernandez, Texas Christian University
   Fernando Valle, Texas Tech University
   Michael P. O'Malley, Texas State University

Facilitator:
   Angela Urick, Baylor University

184. What Motivates Students to Pursue the EdD?

Critical Conversations

8:00 to 9:10 am

Hyatt Regency Minneapolis: Floor 1 - Lakeshore B

Why do students pursue the EdD? This Critical Conversation begins with a brief presentation of the results of a ground-breaking international (U.S., Canada, UK, Australia, New Zealand) survey on student motivations to take the EdD. A facilitated discussion of how and whether our EdD programs respond to this mix of extrinsic (salary, promotion) and intrinsic (love of learning, personal growth) student motivations concludes with implications for both program design and student recruitment.

Facilitators:
   Joseph Flessa, OISE/University of Toronto
   Karen S. Acton, OISE/University of Toronto

185. Banding to Heal and Position Educational Leaders for Good Trouble

Critical Conversations

8:00 to 9:10 am

Hyatt Regency Minneapolis: Floor 1 - Lakeshore C

This critical conversation provides a space to discuss how proposed and enacted bans, coupled with politically charged discourses, are affecting educators and educational organizations. Participants will be prompted to discuss collective power and the potential to ban together in healing and dismantling injustices in education.

Facilitators:
   Vonzell Agosto, University of South Florida
   Dionne L. Davis, Texas State University
   Kelley Glover, Texas State University
   Melissa Ann Martinez, Texas State University
   Berit Van Neste, University of South Florida
   Shannon Voigt, Texas State University

186. Center for the International Study of School Leadership
Meeting
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 1 - Nicollet D1
Facilitators:
    Jami Royal Berry, University of Georgia
    Sylvia Robertson, Otago University, New Zealand
    Charles L. Slater, California State University, Long Beach
    Elson Szeto, Education University of Hong Kong

New! Community of Advocacy

Faculty are being pressed from many sides to become more active in issues that are affecting both pK-12 and higher education. Most of these issues cross both educational systems and have repercussions on how we are preparing educational leaders and what we are preparing them for. Recent policy and legislation efforts to limit what is learned, who is learning, and how it is learned—from the banning of books to the striking down of affirmative action—determine what is happening in all educational settings, even as the impact of these is felt disparately across the country. This work session is designed for those who want to take on greater activism building on existing academic skills. Creating—and communicating—a "message" that reaches wider audiences while maintaining intellectual integrity is at the core of effective advocacy. Session leaders will share their experiences in news media, social media, and organizing and will take participants through a series of exercises to hone their skills.

Sessions 189–196   Saturday Nov. 18   9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Greenway A–H

Options:
        189. Blogs/Vlogs: Greenway A
        190. Community / Grassroots Organizing:
              Greenway B
        191. Legal: Greenway C
        192. Op Eds: Greenway D
        193. Podcasts: Greenway E
        194. Policy Briefs: Greenway F
        195. Redefining Allyship: Greenway G
        196. Youth Leadership: Greenway H

187. Women Leading in Education SIG
Meeting
8:00 to 9:10 am

Hyatt Regency Minneapolis: Floor 1 - Nicollet D2
Facilitators:
    Kerry Robinson, University of North Carolina at Wilmington
    Charol Shakeshaft, Virginia Commonwealth University
    Jennie Weiner, University of Connecticut

188. Attitudes and Practices of Rural Educators That Dismantle Systemic Inequity
UCEA Program Center Session
8:00 to 9:10 am
Hyatt Regency Minneapolis: Floor 1 - Nicollet D3

This practice–research partnership identified previously unseen structural barriers that perpetuate inequity for historically marginalized students in six rural/remote communities, including one sovereign nation. Data were collected twice annually, including interviews, surveys, and de-identified school data, to examine progress toward becoming culturally responsive and inclusive rural schools. Participants will share effective strategies to identify students' cultural wealth and shift the attitudes and practices of rural teachers and principals to create equitable, inclusive schools for all students.

Facilitators:
    Kristina Astrid Hesbol, University of Denver
    Kent Seidel, University of Colorado Denver

189. Community of Advocacy: Blogs/Vlogs
Special Session
9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Greenway A
Facilitator:
    Julian Vasquez Heilig, Western Michigan University

190. Community of Advocacy: Community Organizing
Special Session
9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Greenway B
Facilitator:
    Anjalé Welton, University of Wisconsin–Madison

191. Community of Advocacy: Legal
Special Session
9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Greenway C
Facilitator:
    Dana Thompson Dorsey, University of South Florida

192. Community of Advocacy: Op Eds
Special Session
9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Greenway D
See call-out box
Facilitator:
    David DeMatthews, University of Texas at Austin

193. Community of Advocacy: Podcasts
Special Session

9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Greenway E
See call-out box
Facilitators:
    Adrienne Dixson, University of Kentucky
    Terrance Green, University of Texas at Austin

194. Action and Advocacy Session: Policy Briefs
Special Session
9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Greenway F
See call-out box
Facilitator:
    Chad Lochmiller, Indiana University

195. Action and Advocacy Session: Redefining Allyship
Special Session
9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Greenway G
See call-out box
Facilitator:
    Liliana E. Castrellón, Duquesne University

196. Action and Advocacy Session: Youth Leadership
Special Session
9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Greenway H
See call-out box
Facilitator:
    Katherine Rodela, Washington State University

197. Self-Organized Incubator C
Special Session
9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Skyway A

198. Self-Organized Incubator D
Special Session
9:20 to 10:30 am
Hyatt Regency Minneapolis: Floor 2 - Skyway B

199. State and District Leadership for Equity and Inclusion
Paper Session
10:40 to 11:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway A
Participants:

"All Kids Are Our Kids": The Role of District-Level Leaders in Fostering Inclusion. James Coviello, St. John's University
    Directors of Special Education (DSEs) are the nominal leaders of special education on the district level and play an important yet underexamined role in creating inclusive learning environments

for students with disabilities. This qualitative study examines the role perceptions of 15 DSEs in fostering greater inclusion for students with disabilities. The findings provide insight into the implementation of inclusive practices across districts and how DSEs work with principals, general educators, and other key stakeholders.

One District's Efforts to Reconceptualize Policy in a Heightened Era of Anti-Equity. Heather L. Dunham, University of Louisiana; Jin Lee, University of Louisiana at Lafayette

This case study explores the efforts of a district to reconceptualize and align multitiered systems of support (MTSS) policy with a focus on addressing educational inequities in a context characterized by anti-equity policies. The study examines how district leaders interpret and enact policy in line with their philosophical beliefs to challenge existing inequitable practices. The findings highlight how district leaders can exert control over state-level policy and foster meaningful equity-driven change.

The Impact of Central Office Leaders in Supporting Principals' Inclusive Practices. Tamar Walker, Fordham University; Tiedan Huang, Fordham University

SWD in the Westford District consistently score below regional and state proficiency assessments, with significant variation between schools. This suggests a lack of cohesive support for SWD. An action research study was conducted to evaluate the effectiveness of an intensive, job-embedded support experiment by the central office in improving the academic performance of SWD. The goal was to enhance consistency and excellence in support for all SWD in the district.

The Role of the CSEd State Leaders Doing the Work of Equity. Ain Grooms, University of Wisconsin–Madison; Stefanie Marshall, University of Minnesota; Joshua Childs, University of Texas at Austin; SJ Hemmerich, University of Wisconsin–Madison

This qualitative, comparative case study uses the CAPE Framework to examine how state educational leaders engage in the work of advancing equity-focused computer science education (CSEd), as well as the related challenges and promises. Data from an electronic survey, individual interviews, and policy documents (e.g., state policies, reports, etc.) will be analyzed. Findings can inform equity-focused CSEd reform efforts—specifically to meet the needs of marginalized youth and support equitable CSEd within and across states.

Facilitator:
Martin Scanlan, Boston College

200. Broaching the Intersection of School Administration and the Law
Paper Session
10:40 to 11:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway B
Participants:

Prayer and Religious Expression: Constitutional Protections for Radical Care. Amaarah DeCuir, American University

Friday, May 12, Secretary Cardona issued revisions to the *Guidance on Constitutionally Protected Prayer and Religious Expression in Public Schools*. This affirms students' legal protections to pray, meditate, and reflect during school. This study engages critical policy discourse analysis to examine the policy and its relationships to the social context. Findings from this study are organized as (a) an act of radical care, (b) identifying the problems and solutions, and (c) dismantles religious-based bias and bullying.

The Missing—Court Actions and Student Removals. Brian Boggs, University of Michigan

"Decades of research have documented that students of color, particularly black children, are disproportionally classified by schools as having disabilities" (Barshay, 2019). There is a unique nexus where students of color that have been identified as having disabilities overlaps with students of color that are disproportionally disciplined. This connects to a unique court action school districts can bring against these students called a "Honig Injunction"—unilaterally removing students of color with disabilities.

The School Law Knowledge of ChatGPT and Implications for School Leader Legal Literacy. Christopher Thomas, University of Florida; Steven Carlo, University of Florida; Walter Fernando Balser, University

of Florida
This study begins to explore how tools like ChatGPT, a conversational artificial intelligence model, could impact the curriculum, pedagogy, and practice of school law by seeking to answer the baseline question of how ChatGPT and GPT-4's knowledge of school law compares to that of current school administrators. ChatGPT's prowess in this area has significant implications for how AI may transform the teaching, application, and practice of school law.

Facilitator:
Dana Thompson Dorsey, University of South Florida

201. English Language Learner Experiences in P-12 Contexts
Paper Session
10:40 to 11:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway C
Participants:

Embracing the Roots, Achieving Success: How Heritage Language Maintenance Impacts ELLs' Achievement. Bichu Li, University of Utah
This study explores the correlation between heritage language maintenance (HLM) and academic success of English language learners (ELLs) in the U.S., identifying three key pathways: confidence enhancement, knowledge acquisition, and supportive learning environment creation. A review of language education policies in California, Massachusetts, New York, and Washington underscores HLM's importance in creating inclusive, culturally responsive, and linguistically diverse learning environments, thereby enhancing ELLs' academic potential.

Multilingual Learners' College Access: Institutional Doxa, Hysteresis, and K-12 Leadership Implications. Lei Jiang, University of Kansas; Linda Harklau, N/A
Despite the substantive scholarship on language education with multilingual learners (MLs), relatively few studies have examined MLs' postsecondary access. We report on a qualitative study comparing college access beliefs and experiences of MLs with those of school counselors in one school district in the southeastern U.S. We find that despite counselors' best efforts, MLs faced significant challenges to college access. Implications are offered for how educational leaders and other stakeholders can advocate for college-bound MLs.

Pausing to Witness Latinx Siblings' Relations in an Elementary Bilingual Program. Jasmine Alvarado, University at Buffalo, SUNY
This article describes how Latinx siblings negotiate dominant forms of family–school relations that permeate their experiences within a bilingual elementary program. Despite deficit institutional labels, the siblings connected their understandings of disciplinary concepts to their everyday experiences inside and outside of school. Their experiences demonstrate the importance of educational leaders, researchers, and policy makers recognizing the brilliance, joy, and creativity of Latinx children as catalysts for reimagining education in a postpandemic, heightened racially tense world.

The Voice of Educators: Supporting English Learners in COVID-19 Crisis. Ongaga Kennedy, Missouri State University; Rebecca Stallings, Missouri State University
The COVID-19 pandemic changed the landscape of K-12 schooling from traditional to virtual and exposed educational inequalities among students and schools. This paper uses surveys with resultant descriptive data that assessed how educators in two rural school districts in southwest Missouri supported the academic and social-emotional growth of English learners (ELs) during the COVID-19 pandemic. Findings are reported in four areas: students' social-emotional development, communication, school–family engagement, and school climate.

Facilitator:
Érica Fernández, Miami University

202. Critical Policy Discourses in Historical and Current Contexts
Paper Session
10:40 to 11:50 am

Hyatt Regency Minneapolis: Floor 2 - Greenway D

Participants:

Antiracist Policy Decision-Making: Reflecting on a Hard Reset in Educational Leadership and Our Research–Practice Partnership. Deonte Iverson, University of Wisconsin–Madison; Sarah Walters, University of Missouri; Sarah Diem, University of Missouri; Anjalé Welton, University of Wisconsin–Madison

Educators and scholars have the opportunity to redress educational inequities by enacting antiracism in their daily practices. As part of a larger project, we examine how schools utilize antiracist policy decision-making processes to achieve equity in policy and practice. In this paper, we present themes from one partnering school. Although our research–practice partnership sought to empower educators, the team chose to persist with the existing policy and has thus far missed the opportunity to reset.

Contesting Settler Time: Orienting Education Policy Beyond Native Mascots Towards Temporal Multiplicity. M. Nathan Tanner, University of Illinois at Urbana-Champaign

Native activists and educational leaders have worked tirelessly to address and eliminate offensive and racist sports mascots, a longstanding position central to the educational visions and goals of Native peoples. This conceptual paper relies on Indigenous research methods, TribalCrit, queer theory, and Native literary studies to challenge the persistence of Native mascots while exploring the possibilities for Native peoples and their allies keen to organize around and move education policy away from racist mascots altogether.

Deciphering Solidarity: A Critical Discourse Analysis of "Ley de Reforma Educativa De Puerto Rico." Patricia Virella, Montclair State University

During these past several decades, policymakers in the United States have introduced comprehensive education reform laws directly after a natural disaster. Education reform policies typically involve incorporating aspects of equity and sustainability in research, practice, pedagogy, and preparation. Thus, policies that allude to solidarity with the people must be investigated for sustainable and equitable change. The findings illustrate civic and politics as the main ways in which solidarity was demonstrated in LREPR. Implications are discussed.

Light in the Darkest Hour: A Critical Policy Analysis of Protective State Education Policy. Annie LaVanway, St. Catherine University

Framed by political theory, critical race theory, and queer theory, the analysis aims to understand the role that policy has on pushing back against the wave of anti-CRT and anti-LGBTQ+ policy that has taken over the United States policy landscape since 2020. Utilizing Young and Diem's (2017) framework, a critical policy analysis of policy in California, Illinois, New Jersey, and Washington is being conducted to understand their political influences, social engagement, and educational implications.

Facilitator:

Kristina Brezicha, Georgia State University

203. The "New Normal" for Educational Leaders and the Multiple Sources of External Influence, Pressure, and Support

Paper Session
10:40 to 11:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway E

Participants:

A National Portrait of P-12 Equity Director Roles and Role Design. Andrew Matschiner, Miami University

Beyond rapidly creating equity director roles, how are districts designing such roles? How do role design features support and constrain district-wide DEI impact? Drawing from interviews and a survey with over 70 district EDs, findings begin to provide a national portrait of ED roles and role design trends. Despite increasing role ranks and EDs often serving on cabinets, findings suggest district leaders might design ED roles with greater resources and authority to maximize impact.

Been There, Done That: The "New Normal" for Educational Leaders. Pamela R. Rockwood, Western Illinois University; Monica Rouse, Western Illinois University

A nonexperimental quantitative comparative study focused on the 2020-2021 school year with K-12 Illinois and Iowa superintendents regarding the impact of differing Illinois and Iowa pandemic-related state-issued mandated policies for K-12 schools. Research questions pertained to educator attendance, resignation, retirement, and perceived morale. The findings are important, highlighting the changing role of the instructional leader to that of a chief social and emotional, trauma informed crisis manager who assures a safe learning environment for all.

How State Education Agencies Balance Support and Accountability in Turnaround Policy Implementation. Chris Torres, University of Michigan

Prior studies find that state education agencies (SEAs) have evolved from agencies that passively distribute resources to institutions that have a significant role in supporting schools and districts to meet the goals of accountability policies. This paper uses principal-agent theory in the context of Michigan's partnership model of school and district turnaround to better understand how SEAs and turnaround districts navigate a relationship that must balance dual and sometimes competing functions of support and accountability.

The Politics That Divide Us: Comparative Case Study. Annie Gensterblum, Michigan State University; Sandy Frost Waldron, Michigan State University; Ariell Bertrand, Michigan State University; Rebecca Jacobsen, Michigan State University

Previously routine affairs, school board meetings suddenly became angry and contentious in the late spring of 2021. The increased attention on contentious meetings spilled over into more dramatic and divisive school board elections. Our research examines changes seen in board meetings and elections in eight school districts throughout the country, in three time periods. Preliminary findings show differences in meeting tone, process, and engagement, across cases based on presence of a Moms for Liberty chapter.

Facilitator:
Christine Thelen-Creps, Michigan State University

204. Cracking Open the Black Box of Black Principals: Analyzing the Essence of Their Experiences

Paper Session
10:40 to 11:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway F
Participants:

Black Leaders and the Rise of Educational Accountability in Urban Schools, 1965–1983: Endorse, Adapt, Resist. Craig Peck, University of North Carolina at Greensboro; Tiffanie Lewis-Durham, University of North Carolina at Greensboro

In this historical study, we examine how Black educational leaders responded to the rise of educational accountability in U.S. cities. Some Black leaders endorsed the use of test-based accountability, while others sought to adapt accountability systems to better engage Black communities. Still others became outspoken critics of accountability measures reliant on racially biased tests. To conclude, we consider how our examination of past events helps underscore the need for a hard reset in educational leadership.

The Black Box: Black Principals' Experiences, Perceptions, and Matriculation Through the Principal Leadership Pipeline. Kimberly Clarida, University of Texas at Austin

Effective racially diverse principals meet the needs of the public school system—especially for Black students. This systemic review examines qualitative and quantitative research that contextualizes the experiences and perceptions of Black principals through the leadership pipeline. Three questions are examined: Why are Black principals important? What are Black principals' historical trajectory through the principal pipeline? How has race functioned as an institutional barrier to Black principals' advancement through the principal pipeline?

The Essence of Leading While Black and Male: Toward a Model of Black Male School Leadership. Phillip A. Smith, Fordham University

The study focusses on the experiences of Black male school leaders from across North America. The research seeks to test theory towards development of a grounded theory, conceptual framework, and model of Black male school leadership. The research project also seeks to inform the development of a range of educational policy to practice, teacher education, certification, principal preparation, and leadership development activities centered on race, equity, diversity, and inclusion initiatives.

The Lone(ly) Experience of Leading as a Black School Administrator in a Saskatchewan School District.
Donna Hazel Swapp, University of Regina; Kamogelo Amanda Matebekwane, University of Regina
This paper highlights the perspectives of a lone Black school administrator in a southern Saskatchewan school district to interrogate the ways Black school leaders in White-dominant spaces in Canadian K-12 contexts navigate and experience their identity, work, and well-being. It draws on a critical social justice lens to illuminate the participant's isolation and mental and emotional exhaustion from their "performance" of being Black. The paper recommends actions to advance a "hard reset in educational leadership."

Facilitator:
Sonya Douglass Horsford, Teachers College, Columbia University

205. Asian American Leadership Perspectives
Paper Session
10:40 to 11:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway G
Participants:

Investigating Multicultural Education and Leadership Practices in a South Korean Context: A Qualitative Approach. Soon-young Oh, Michigan State University
This ethnographic study aims to investigate the implementation of culturally responsive practices by school leaders in South Korean elementary schools. It seeks to answer two research questions on how leaders support multicultural students and the challenges they face. The study focuses on South Korea's education system, facing unique challenges due to the growing number of foreign citizens. The findings will contribute to understanding culturally responsive leadership in K-12 schools, benefiting other countries with similar contexts.

The Asian American Leadership (Pojagi). Paul Koh, Towson University
Capturing the experience of Asian American leaders through research emphasizes the key role Asian American leaders play in education systems to engage in justice-oriented practices. Studying these experiences adds to the theorizing and practice space of leadership to model alternative ways to lead beyond White-centered frames. This paper provides an overview of research rooted in community learning exchanges and critical race ethnography providing a pathway to acknowledge and affirm the experiences of racially marginalized leaders.

The Racialization of AAPI Educators and Potential for Liberation: An AsianCrit Framework Analysis.
Mai Xi Lee, University of California, Berkeley; Quennie Dong, University of California, Berkeley; Chunyan Yang, University of California, Berkeley
Recent anti-Asian violence has forced school systems to reckon with how Asian American and Pacific Islanders (AAPI) are racialized and where there may be opportunities for collective resilience. In this qualitative study, we interviewed 21 AAPI educators to learn about their experiences with anti-Asian violence and their social and professional supports. AsianCrit Theory is used as an analysis frame. Findings reveal AAPI educators' sense of Asianization, as well as ways they are building collective resilience.

Facilitator:
Yinying Wang, Georgia State University

206. Examining Diverse Leadership Pathways, Experiences, and Career Trajectories
Paper Session
10:40 to 11:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway H

Participants:

Exploring Charter School Educators' Professional Experiences Along the Pathway to the Principalship.
Anna Moyer, Vanderbilt University
> This paper focuses on the pathway to the principalship in the charter school context. Using administrative data from Michigan, I examine the professional experiences that charter school leaders have prior to becoming principals. I also examine the extent to which these pathways differ by school context (i.e., networked vs. independent charter schools). Findings may provide information about the skills aspiring leaders develop along the pathway to the principalship.

Implications of the "Glass Cliff" Phenomenon for Women Leaders in Independent Schools. Sarah Margaret Odell, University of Pennsylvania; Jennie Weiner, University of Connecticut; Lauren P. Bailes, University of Delaware; Julie M. Kallio, University of Wisconsin–Madison; Daron Cyr, University of Connecticut
> Ryan and Haslam (2005) find that when women are given opportunities to lead, it is often when organizations are in decline. Here, we explore whether new school leadership hires in independent schools during COVID-19 were more likely to be women and whether this hiring varied by the amount of risk the school faced as a result (e.g., declining enrollment, endowment, etc.). Our findings help to illuminate this issue and provide suggestions for mitigation across contexts.

Making Moves: The Role of Demotion in School Leadership. Lauren P. Bailes, University of Delaware; Sarah Guthery, University of Oklahoma
> The experience of movement within a principal career pathway is likely to vary for individuals with different demographic characteristics. This study examines the specific experience of demotion from a principalship to an assistant principalship. We offer a novel analysis of demotion in order to describe not only who experiences demotions, but to also examine the characteristics of the sending and receiving schools. We find racialized and gendered differences in likelihood of and characteristics of demotions.

Variation in District Pipeline Programs and Related Differences: Evidence From Five Districts in California. Laura K. Rogers, University of Utah; David S. Woo, University of Utah; Lydia Gandy-Fastovich, University of Utah
> Currently, there is limited research exploring district principal pipeline programs. This study uses quantitative and qualitative methods to explore what five large school districts in California are doing to develop educators along the leadership pipeline and how those pipeline programs influence the supply of educators advancing to leadership. Preliminary selected themes address the importance of district context and more detailed processes in program structure. Analysis is ongoing with preliminary results and implications discussed here.

Facilitator:
> Bryan A. Mann, University of Kansas

207. From LGBTQ+ Inclusion to Liberation: A Multimethod Exploration of the Patchwork of Protections Across Schools

Symposium
10:40 to 11:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway I

The studies presented in this symposium highlight different layers of school systems that influence LGBTQ+ students inclusion and liberation: state laws, geographical regions, district policies, and school climates. In hyper-politicized and ever-changing state and local policy environments, educational leaders need evidence that supports their resistance to anti-LGBTQ+ political efforts and advocacy for LGBTQ+ youth in their schools. The symposium will draw attention to the structural and social changes that would better support LGBTQ+ students.

Participants:

Examining Federal Influence on Local Policy Uptake: Whitaker's Impact on School Policies Across Illinois, Indiana, and Wisconsin. Benjamin Lebovitz, University of Wisconsin–Madison; Mollie McQuillan, University of Wisconsin–Madison; LaShanda Harbin, University of Wisconsin–Madison

A Policy Scavenger Hunt of Utah's State- and District-Level Policies on LGBTQ+ Students and Educators. Irene H. Yoon, University of Utah; Laurice Cabrera, University of Utah; Allison Martin, Salt Lake City School District; Kody Colvin, University of Utah

Here, There, or Nowhere? LGBTQ+ Students' Access to Safe Schools in Wisconsin. Erin Gill, University of Wisconsin–Madison

Liberation and Inclusion Through the Voices of Trans Youth: A Phenomenological Approach. Klaudia Fay Neufeld, University of Denver

Facilitators:
   Erin Gill, University of Wisconsin–Madison
   Mollie McQuillan, University of Wisconsin–Madison

208. Reimagining, Critiquing, and Decolonizing Educational Research Methods
Symposium
10:40 to 11:50 am
Hyatt Regency Minneapolis: Floor 2 - Greenway J

The purposes of this symposium are twofold: (a) to revisit, and reimagine how "new"/current knowledge constructed in educational leadership is bonded to "old"/conservative/colonial methodologies; and (b) to invite the reader into a show-and-tell exchange of new ideas through the use of culturally aligned tools (methods), historically and situationally appropriate. Using the ideas in *The Practice of Innovating Research Methods*, each presenter will discuss their choices of methods in relationship to advancing theories and vice versa.

Participants:

Methodic Doubts Regarding Educational Leadership Research. Ira Bogotch, Florida Atlantic University

Problematizing Epistemological Misalignment and Questioning Canon Models of Knowing in Educational Leadership. Khalid Arar, Texas State University

The 'Triple Use of Narrative' That Disrupts the Status Quo. Denise Mifsud, University of Bath

Conditions for Effective Dynamic Decolonial Methods, Practice, Action. Miguel Angel Guajardo, Texas State University; Yvonne M. De La Rosa, Texas State University

Exploring QuantCrit on a Journey to Decolonize Quantitative Methods. Carlton Fong, University of Texas at Austin

Facilitator:
   Khalid Arar, Texas State University

209. Exploring the Role of Healing in the Work of Continuous Improvement
Critical Conversations
10:40 to 11:50 am
Hyatt Regency Minneapolis: Floor 1 - Lakeshore A

Advancing equity requires leaders and educators to engage in personal, relational, institutional, and structural work. The trauma caused by racism and educational inequity can manifest in physical and mental health problems, low academic achievement, and stress. This Critical Conversation advocates for prioritizing healing and addressing the trauma-related experiences of students, families, staff, and other partners in continuous improvement methods, such as improvement science, used to improve schooling, teaching, and learning for historically marginalized students.

Facilitators:
   Manuelito Biag, Carnegie Foundation for the Advancement of Teaching
   Samantha Cohen, American University
   Maritza Lozano, California State University, Fullerton
   Kelly McMahon, Northwestern University
   Miguel Órdenes González, University of California, Berkeley
   Carlos Sandoval, WestEd
   Maxwell Yurkofsky, Radford University

Elizabeth Arnett Zumpe, University of Oklahoma

210. Photovoice as Needs Assessment—Real-Time Participatory Action Research

Critical Conversations
10:40 to 11:50 am
Hyatt Regency Minneapolis: Floor 1 - Lakeshore B

Wang and Burris solidified photovoice as a qualitative research methodology grounded in social justice and transformation. Photovoice as participatory action research (PAR) is an effective methodology for conducting community needs assessment (Wang & Burris, 1997). The session description will invite attendees to respond with photographs to three guiding questions centering radical care in the context of "hard reset". During the session participants engage as researchers to critically examine the UCEA conference using photovoice methodology. Please submit your photographs by clicking this link: https://bit.ly/UCEA23PhotoVoice

Facilitators:
   Meghan Buchanan, Texas State University
   Tanya DaMommio, Texas State University

211. Cultivating Counterspaces in Educational Leadership Graduate Programs

Critical Conversations
10:40 to 11:50 am
Hyatt Regency Minneapolis: Floor 1 - Lakeshore C

Traditional spaces within educational leadership programs at PWIs often alienate and depreciate the academic and social experiences of its Black graduate students. It is imperative that educational leadership graduate programs consider how they support and create space for minoritized students; not only to survive but to flourish. This critical conversation will explore how Black graduate students curated a counterspace, engage participants in critical dialogue, and identify strategies to curate counterspaces at their prospective institutions.

Facilitators:
   Shawnieka Pope, Miami University
   Tyaira Smith, Miami University
   Philip Thomas, Miami University
   Lakisha Zyyon, Miami University

212. CSLEE: Articulating the Reset Agenda for Research in Educational Leadership Ethics and Values

Critical Conversations
10:40 to 11:50 am
Hyatt Regency Minneapolis: Floor 2 - Mirage

Participants:
   Murleen Coakley, Detroit Public Schools Community District
   Shannon Cummings, Detroit Public Schools Community District
   Jada Frank, University Prep Schools
   Anissa Jackson, Detroit Public Schools Community District
   Olof C. A. Johansson, Umeå University
   Tanisha Manningham, Detroit Public Schools Community District
   Khaula Murtadha, Indiana University–Purdue University Indianapolis
   David Hoa Khoa Nguyen, Indiana University–Purdue University Indianapolis
   Donya Odom, Eastern Michigan University
   Isela Pena, University of Texas at El Paso
   Haiyan Qian, The Education University of Hong Kong
   Lisa Reynolds, Detroit Public Schools Community District
   Rodolfo Rincones, University of Texas at El Paso

Natalia Russell, Detroit Public Schools Community District
Jennifer Spencer, Detroit Public Schools Community District
Monica Thompson, Cornerstone Charter Schools
Rema Reynolds Vassar, Wayne State University

Facilitators:
Cynthia Chavez, University of Texas at El Paso
Samantha Paredes Scribner, Indiana University–Purdue University Indianapolis

213. CASTLE Session: What Professors and Students Should Know About ChatGPT and AI

UCEA Program Center Session
10:40 to 11:50 am
Hyatt Regency Minneapolis: Floor 1 - Nicollet D1

We will have learning stations for novices who want to learn more about artificial intelligence and for those who are more experienced and would like to exchange ideas about optimizing its use.

214. JCEL Editorial Board Meeting

Meeting
10:40 to 11:50 am
Hyatt Regency Minneapolis: Floor 1 - Nicollet D2

Facilitators:
Curtis Brewer, University of Texas at San Antonio
Mark Giles, University of Illinois at Chicago
Nathern S. A. Okilwa, University of Texas at San Antonio
Mariela A. Rodríguez, University of Texas at San Antonio

215. Learning and Teaching in Educational Leadership Executive Committee SIG

Meeting
10:40 to 11:50 am
Hyatt Regency Minneapolis: Floor 1 - Nicollet D3

Facilitators:
Erin Anderson, University of Denver
Maysaa Barakat, Florida Atlantic University
Jennifer Karyn Clayton, The George Washington University
Shelby A. Cosner, University of Illinois at Chicago
Kathleen M. W. Cunningham, University of South Carolina
Tim Drake, North Carolina State University
Daniel Reyes-Guerra, Florida Atlantic University
Karen L. Sanzo, Old Dominion University
Tiffany Wright, Millersville University

216. UCEA Program Center Directors Meeting (Closed Session)

Meeting
12:00 to 1:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway A

Participants:
Jami Royal Berry, University of Georgia
Kevin Brady, University of Arkansas
Kristina Brezicha, Georgia State University
Liliana E. Castrellón, Duquesne University
Sara Dexter, University of Virginia
Kristina Astrid Hesbol, University of Denver

Detra DeVerne Johnson, University of Houston
Brendan Maxcy, Indiana University–Purdue University Indianapolis
Scott McLeod, University of Colorado Denver
Meredith Mountford, Florida Atlantic University
Samantha Paredes Scribner, Indiana University–Purdue University Indianapolis
Sylvia Robertson, Otago University, New Zealand
Andrea K. Rorrer, University of Utah
Will Rumbaugh, Georgia State University
Nicholas J. Sauers, Georgia State University
Charles L. Slater, California State University, Long Beach
Elson Szeto, The Education University of Hong Kong
Leigh Ellen Wallace, University of Wisconsin–Milwaukee
Michelle D. Young, University California, Berkeley
Facilitator:
Jayson W. Richardson, University of Denver

217. CSLEE Awards Luncheon and Grad Student Posters
Special Session
12:00 to 1:10 pm
Hyatt Regency Minneapolis: Floor 2 - Mirage
Participants:

Minoritized Students Using Gaming in Educational Settings: Real-Life Ethics in Virtual Spaces. Je'Nobia Smith, Indiana University–Purdue University Indianapolis

Unleashing the Potential of Extracurriculars Activities in Low-Income Schools Among Neoliberal Landscapes: Ethical and Value Considerations. Mahsa Sadeghi, Indiana University

School Leadership Burnout: The Ethics of Leadership During an Dra of Resignation. Kyle Huskins, Indiana University–Purdue University Indianapolis

Are Educators Ethically Serving Public School Prekindergarten Programming for Marginalized 3- to 5-year-olds? Cynthia Chavez, University of Texas at El Paso

The Values and Ethics of School Choice: Applying Urban Regime Theory to a Media Campaign for Charter Schools. Ana Esqueda, Indiana University–Purdue University Indianapolis

218. Valued, Trusted, and Supported: Exploring the Roles of School Leadership and Staff in Promoting a Sense of Belonging
Paper Session
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway A
Participants:

Exploring Collective Efficacy of School Counselors, Principals, and Teachers to Meet Students' Needs. Rachel Louise Geesa, Ball State University; Rochelle Lea Maynard, Ball State University; Derien Kunce, Ball State University; Sherri Barrow, Ball State University
As we evaluate collective efficacy, a question remains as to how school counselors, principals, and teachers can work together to increase collective efficacy and the characteristics that foster a positive school climate to better support all PK-12 students' needs. In this study, we sought to explore school counselor-principal-teacher collective efficacy and perceptions of how school counselors participate in leadership roles to help create and guide comprehensive school counseling programs in eight Midwest school districts.

Organizing Schools and the Politics of Belonging: Autophotographic Perspectives on "Fitting In" at School. Jeff Walls, Washington State University; Karen R. Seashore, University of Minnesota
The purpose of this study is to examine the politics of belonging in schools and accompanying implications for how schools are organized and led. This research employs an autophotographic methodology. Students identified four themes: (a) the importance of spaces where belonging is

noncontingent, (b) the distinction between calm spaces and surveilled spaces, (c) anxiety in public, "wild" spaces where no help was available, and (d) generally positive but mixed impressions of teachers.

Value Creation in Social Learning Spaces: Scale Development. Jentre J. Olsen, Oklahoma State University; Edward L. Harris, Oklahoma State University; Katherine Curry, Oklahoma State University; Ashlyn Fiegener, Oklahoma State University; Jam Khojasteh, N/A

This study builds upon the theoretical work of Wenger-Trayner and Wenger-Trayner by operationalizing participant perceptions of value created through participation in a social learning space (SLS). Since no instrument existed before this study to measure participant perceptions of value created in a SLS, this study develops an instrument that captures participant perceptions of value using the value cycle framework and tests the validity of the proposed Value Creation Scale.

Valued, Trusted, and Supported: Leadership Influences on Sense of Belonging in New Teachers. Jennifer Karnopp, San Diego State University; Peter Bjorklund, Jr., University of California, San Diego

An increase in political and social turmoil entering classrooms coupled with the trauma of a global pandemic have impacted teachers' well-being and forced many to leave the profession. Prior research suggests a sense of belonging to their school can help new teachers navigate difficulties and enhance well-being. Using data collected from interviews with 35 new teachers, we explore factors that contribute to teachers' sense of belonging and the role school leaders play in this process.

Facilitator:
Liz Hollingworth, University of Iowa

219. Examining the Impact of Teachers' Working Conditions
Paper Session
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway B
Participants:

An Ecological Systems Approach to Understanding Teachers' Working Conditions. Amy Luelle Reynolds, University of Virginia; Rachel Sue White, University of Tennessee at Knoxville; Johnathon Jerman, University of Tennessee at Knoxville; Luke Miller, N/A

This qualitative study centers the voices of teachers and principals to understand teacher working conditions. Our data include semistructured interviews and focus groups from principals and teachers in a diverse sample of 23 Virginia K-12 public schools during the 2021-2022 and 22-23 school years. Our conceptual model blends models of teacher working conditions with ecological systems theory to allow the interrelatedness of factors that make up teacher working conditions to emerge.

Examining Established and Emerging Teacher Working Conditions That Influence Retention. Rachel Sue White, University of Tennessee at Knoxville; Amy Luelle Reynolds, University of Virginia; Daniel W. Player, N/A; Luke Miller, N/A

This mixed methods study explores the relationship between teacher retention and established and emerging teacher working conditions. We draw on a statewide survey of Virginia public school teachers, statewide teacher retention data, and focus groups with teachers. Taking a holistic approach to measuring working conditions and drawing on teacher voices to inform emerging conditions, our results can inform policies and practices that education leaders may consider to retain teachers based on their local context.

Racial/Ethnic Differences in Teachers' Perceptions of Their Work Environment: A Descriptive Analysis. Christopher Redding, University of Florida; Tiffany Tan, University of Florida

This study uses the Schools and Staffing Survey and National Teacher and Principal Survey to examine differences in perceptions of teacher work environments for teachers of Color and White teachers. Using school-by-year fixed effects, our study finds that Black teachers have more favorable views of their work environment than White teachers. Moderation analyses provide some evidence that White teachers have more positive work attitudes when working in a school with a White principal.

Beyond the Exit Interview: A Content Analysis of How Teachers Navigate Quitting on TikTok. Forrest James Kaiser, University of Texas at Tyler

Increasing numbers of veteran teachers are leaving the field while fewer new candidates are coming to take their place. This study used a thematic content analysis of TikTok posts to explore how teachers use social media to provide a window into their decisions to leave or stay. The analysis of teacher videos on TikTok may provide insight into the impact of social, political, and cultural structures on teacher stress and decisions to leave.

Facilitator:
   Tracey A. Benson, University of North Carolina at Charlotte

220. Policy: Parents' Rights
Paper Session
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway C
Participants:

A Critical Discourse Analysis of H.R. 5 The Parent Bill of Rights Act. Lydia Gandy-Fastovich, University of Utah; Deonte Iverson, University of Wisconsin–Madison; Sarah D. Lent, University of Wisconsin–Madison

This study analyzes the political discourse surrounding federal H.R. 5 Parents Bill of Rights Act (H.R. 5) using critical race theory as a framwork for a critical discourse analysis. H.R. 5 has important implications on public education; creating strains on already under-resourced schools and tensions of power on decision-making in education. Preliminary findings and implications are discussed regarding our analysis focused on race, power, and Whiteness.

Identity Politics and Education Policy: Effects of Fear-Based Rhetoric and Sociocultural Discourse. Amanda Tremaine, Texas Tech University; Ruben Ruiz, Texas Tech University; Alexander W. Wiseman, Texas Tech University

Identity politics has had a significant effect on education policy. Often relying on the constituents' likely responses to threats (real or imagined), some politicians use buzzwords, disinformation, and rhetoric around social issues associated with educational policy and practice to illicit a staunch response from voters, further perpetuating the influence of identity politics in education. We explore the effects of this political strategy on education policy and its implementation throughout history, including implications for future policymaking.

Parent Sensemaking and School Choices Amidst Educational Controversies. Sarah Winchell Lenhoff, Wayne State University; Whitney Miller, N/A; Kate Meza, N/A; Julie Marsh, University of Southern California

The politics of education have been turned on their axes since the pandemic. While the media has highlighted national controversies around cultural issues like race and gender in schools, how families are experiencing schools' responses to these political debates is less clear. This study examines how parents made sense of controversial education issues during these volatile years for public education (2020–2023) and explores implications for school choice, student mobility, and exit from public schools.

Speaking Back Against the State: Counternarratives of Parents Experiencing Rural School Takeover. David Osworth, University of South Carolina

School takeover has become an increasingly popular education reform policy. School takeovers disproportionately impact communities of color and have shown little to know improvement in academic performance. This study centers the voices of parents as they share how they experienced the state's takeover of their rural district in the Southeast. Through a qualitative analysis two majoritarian narratives and two counter narratives were identified.

Facilitator:
   Erin Anderson, University of Denver

221. Culturally Responsive and Inclusive Teaching and Learning
Paper Session

1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway D
Participants:

Creating an "Ecological Fit" Through Supportive Teacher–Student Relationships and Supportive School Leaders. Rosa M. Peña, Texas State University
Demographic changes in today's urban schools have fueled an increased gap in the backgrounds of students and their teachers. This paper documents and describes the positive connections teachers make with their students and explains the nature of supportive teacher-student relationships while examining how a school leader can develop culturally responsive teachers and instruction. It is those positive connections and supportive relationships that will form the basis of creating "ecologically fit" classrooms for all students.

Different Leaders' and Teachers' Perceptions About Their Ability to Improve Student Achievement in a High-Poverty School. Douglas Ray Rice, Texas A&M University
This qualitative study sought to gain insight to the differences between leaders' and teachers' perceptions about improving student achievement in a high poverty urban school. Four subthemes of collective efficacy; mastery experience, vicarious experience, social persuasion, and affective state emerged from the analysis. Subthemes of trust that emerged were supportive actions by the administrators and relational trust.

Expanding Teacher Expertise During Teacher Shortage: The Promise of C3 Teams. Heather L. Dunham, University of Louisiana
The post-COVID teacher shortage necessitates school districts to find innovative ways to meet the needs of special education students with limited personnel. This study aims to address two research questions: In schools implementing district-wide systems change, (a) how do principals implement Co-Plan to Co-Serve to Co-Learn (C3) teams, and (b) what effect do C3 teams have on the success of students labeled with disabilities? The study concludes with implications to combat teacher shortages.

Perpetuated Practices of Anti-Blackness Through the (Mis) Interpretation of Black Boys' Learning Behaviors. Leslie Uchenna Ekpe, Texas A&M University, Commerce; Trevor D. McCray, University of Wisconsin–Madison
Based on historical deficit-based narratives, Black boys are deemed problematic and challenging to teach, perpetuating anti-Black practices that negatively impact Black boys' intellectually. By providing research that illustrates racism's significance in the schooling experiences of Black boys, this article challenges the mislabeled perception of Black boys learning behaviors. Therefore, we offer recommendations for schools to adopt liberatory Black practices as we nurture the needs and experiences of Black boys in the education system.

Facilitator:
Nathaniel D. Stewart, University of Minnesota

222. Theories of Action for School Improvement: An Examination of Leaders' Perspectives
Paper Session
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway E
Participants:

Confronting the Lack of Diversity in Supervision Frameworks. Andrew Minor Baker, Missouri State University; Ann Marie Cotman Hicks, University of Florida; Patricia L. Guerra, Texas State University
This research examines how the past informs the present resulting in race-, culture- and color-evasive practices despite the continuing diversification of United States schools and society. We reconsider supervision, specifically the clinical supervision cycle in ways that respond to the realities of schools. As student populations become increasingly diverse and educator populations remain persistently less diverse, there is a need for supervision that creates learning environments responsive to the diversity of student needs and identities.

Leaders' Theories of Action in ARP-ESSER Planning. Alex Lamb, University of Connecticut; Jennie Weiner, University of Connecticut; Jacob Werblow, N/A; Joy Kaufman, N/A

> This study uses ARP-ESSER applications from one New England state to better understand how leaders leveraged funding streams and the application process to enact improvement initiatives in their districts. Through a statewide plan analysis and interviews with district and school leaders from 6 districts in one state, our study offers rich information regarding understandings of leaders' theories of action for change and everyday successes and challenges with implementation.

Toward More Participatory Cycles for Iterative Improvement. Carissa June Maddox, University of Dayton

> Champion Academy teachers, in this mixed methods case study, illuminate the conditions which support the process of making collective commitments within cycles for iterative improvement. Overwhelmingly, teachers reported that they are more likely to change practice when their voice is included and valued. This paper examines how robust professional learning structures, bounded autonomy, and teacher participation are essential when creating collective commitments within cycles for iterative improvement.

Facilitator:
Brandi Hinnant-Crawford, Western Carolina University

223. The Stories We Tell: Experiences of Marginalization in Higher Education
Paper Session
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway F
Participants:

Community and the Contested Origins of African American Studies at the University of Minnesota. Christopher Getowicz, University of Illinois at Urbana-Champaign

> This paper is a historical analysis of the origins of the Afro-American Studies Department (now African American and African Studies). In an analysis of primary source materials this research finds that African American community members played a critical role in the agitation for and struggle over the department between 1969 and the early 1970s. Findings include the significant role played by community members as early faculty and staff members of the department.

Queering Leadership: A Multiple Case Study of LGBTQ+ College Presidents of Color. Samuel Santos, Jr., University of California, Berkeley

> It is well documented the U.S. college presidency lacks diversity and remains predominantly White (72.7%) and male (61%; Melidona et al., 2023). Missing from the discourse is a thorough accounting for LGBTQ+ identities, leaving the field with a dearth of literature on queer college presidents. Thus, this research project proposes an intersectional analysis of the U.S. college presidency that is more expansive and inclusive of the spectrum of LGBTQ+ identities for college presidents of color.

Storytelling as an Approach to Leadership Research: Reflections on a Graduate Course. Ozge Hacifazlioglu, University of California, Berkeley; Lihi Rosenthal, University of California, Berkeley

> This paper is situated within other conversations about supporting doctoral writing in EdD programs. The aim is to encourage doctoral students to sail into the unknown, to create change in the lives of teachers, students and families through research and equity-informed practices. This study aims to explore and share the ways in which incorporating a storytelling approach into a research methodology course helped solidify doctoral students' emerging identities as inquiry-based leaders and emerging scholars.

These Little Lights of Theirs: Black Undergraduate Successful Males' Characterizations of Their Parents' Engagement. Joseph-Emery Lyvan Kouaho, University of Georgia

> Parent engagement is the process by which a person's biological parents or caretakers become active participants in their education. Parent engagement can constitute direct contact with their children's school, engagement in the home, or other educational activities that occur in other settings. This research study of seven undergraduate African American males attending a selective public university in the Southeast examined how they characterized their parents' engagement

practices during their primary and secondary schooling years.

Facilitator:
  Kofi Lomotey, Western Carolina University

224. Examining LGBTQ+ Topics at the Crossroads of K-12 Contexts
Paper Session
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway G
Participants:

Challenges to Inclusivity: An Investigation of Transgender Policy Implementation at a Suburban High School. Eustace Thompson, Hofstra University; Jeffrey Adam Harris, N/A
  The national policy context regarding transgender students' rights has been volatile in recent years. New York State's Department of Education has a transgender policy in place, yet local school districts around New York State do not. This qualitative case study examined how district and school staff perceived the knowledge and effectiveness of transgender policies. Findings suggest a policy breakdown created by key stakeholders at both the district and school levels that leave transgender students vulnerable.

LGBTQ+ School Leaders Network: A Community of Support. Dustin Wade Miller, Ohio State University; Andrew Stein, Northwestern University
  This study seeks to understand the experiences of LGBTQ+ school leaders and the approaches they take to the preservation of their well-being and engagement in identity-based community building in their schools. Twelve LGBTQ+ school leaders participated in this qualitative case study and three preliminary themes surfaced: (a) heightened fear within the current sociopolitical climate, (b) LGBTQ+ representation as an approach to fostering inclusion, and (c) the value of a shared space for LGBTQ+ school leaders.

LGBTQ+ Students: Leadership Implications for Creating Inclusive Schools. Christian Rauch, Texas A&M University; Jean Madsen, Texas A&M University
  Surprisingly, there are few studies that seek to understand how school leaders can support LGBTQ+ students. This present study explored administrators' perceptions about LGBTQ+ students' experiences and outcomes through the lens of the minority stress framework. Stress theory was used because it provides a useful framework to explain and examine how the role of LGBTQ+-phobic views cause stress for LGBTQ+ individuals.

Protective Factors for Transgender and Gender Nonconforming Youths' High School Experience: A Systematic Literature Review. Lu Xu, University of Illinois at Urbana-Champaign; Rachel Roegman, University of Illinois at Urbana-Champaign
  This systematic review provides an analysis of 22 studies on protective high school experiences of transgender and gender nonconforming (TGNC) students. Findings show that interpersonal support played a critical role in shaping TGNC students' experience. Additionally, TGNC students themselves can change their schooling experience by promoting a more inclusive environment. However, it is also worth noting that supportive resources for TGNC youth are a privilege that only a small number of students have access to.

Facilitator:
  Frank Hernandez, Texas Christian University

225. Documenting the Paths and Experiences of Black/Latina/Women of Color Leaders
Paper Session
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway H
Participants:

Examining the Toil of Cleaning Up Our Schools: Black Women Principals' Well-Being. Tiffany Aaron, University of Florida
  This study focuses on five BWPs' perceived leadership toils, costs of leadership, and coping

strategies. This project aimed to understand BWPs' perceptions of their leadership toil and the costs of leadership regarding their well-being and personal lives and identify professional and personal support strategies and resources for BWPs. This project centers Black women in the leadership literature and informs the development of differentiated support and mentoring strategies to buffer and support BWPs.

Facing Doubters, Mentoring Resilience: Documenting the Path to Leadership for Women of Color. George Theoharis, Syracuse University; Amanda Feliz, Syracuse University; Kamille Montgmery, Syracuse University

The paper focuses on women of color in K-12 administration. Grounded in counterstorytelling, tenet of CRT, we address the research question through narrative-portraiture: What are the experiences of women of color who moved from teaching to administration? Integral to the research design is an intergenerational component, where undergraduate women of color teacher education students document the experiences of the more senior women administrators. The portraits are filled with doubters, mentors, and resilience.

Matrices of Power and Privilege: A Thematic Analysis of Gendered Racial Ideology Among Black Women. Alex Ajayi, Augsburg University; Doneila McIntosh, University of Minnesota; Tabitha Grier-Reed, University of Minnesota

As the world continues to grapple with the psychological scars of COVID-19 and the structural pandemic of racism, Black women (e.g., educators) exist in the "wake," the exclusion of Blackness from social, political, and cultural belonging. The current study examines how Black women construct gendered racial ideologies that generate healthy self-concepts. Findings reveal that these gendered racial ideologies cultivate strategies of resistance and resilience that prove protective against racial battle fatigue and racialized labor.

The Power of Stories and Testimonios: Learning From the Experiences of Latina Women. Daisy A. Torres, University of Connecticut

Lacking educator diversity negatively affects racial and educational justice for students of color (Billingsley et al., 2019), Latino students specifically. With a growing Latino student population, there is a strong need to create policies and systems to attract, develop, and retain skilled Latino educators, particularly, in leadership positions. Scholars describe how the academic experiences and outcomes of students of color are informed by their lives beyond the classroom.

Facilitator:

Melissa Ann Martinez, Texas State University

226. Getting Closer to the Competences Needed for a Hard Reset: Learning With and From Simulation Technologies

Symposium
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway I

Leaders must adjust in the moment to address our students' and teachers' needs in innovative ways amidst contexts that seem to shift daily. Pushed beyond their prior knowledge, skills and dispositions, new judgment calls needed making. This symposium explores how simulation technology in educational leadership can bring us closer to the daily decision-making practices that constitute the final leg of all our ambitions for a "hard reset" in U.S. education.

Participants:

Measuring Situated Judgment Across Professions. Michael Johanek, University of Pennsylvania

Insights on Culturally Responsive School Leadership From UCEA's Historical Work on Simulation Curriculum and Pedagogy. Margaret Thornton, Rowan University; Sara Dexter, University of Virginia

Simulated Leadership Practice as Means to Develop Awareness of Professional Ethics, Ethical Leadership Identity, and Self-Efficacy. Daniel Moraguez, Florida State University; Sara Dexter, University of Virginia

Measuring Situated Judgment Across the Americas. Karina Diaz, University of Pennsylvania

Where Do We Go Next? The Role of Simulations in Preservice Leadership Graduates' Sense of

Preparedness and Their Future Needs. Sara Dexter, University of Virginia; Donalda Chumney, University of Virginia; Catherine Babcock, University of Virginia

Facilitators:
Sara Dexter, University of Virginia
Michael Johanek, University of Pennsylvania
James Wright, San Diego State University

227. Four Approaches to Create a Synergistic Leadership Change: Resetting Educational Leadership for Equity

Symposium
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway J

Using the examples from the four studies each addressing different approaches to support educational leaders, the symposium will examine what it means to support the leadership for equity in the current social and political climate from different perspectives and efforts. We will synthesize the ideas presented by the four presentations and discuss how a new educational leadership for equity can be achieved by a combination of diverse approaches, culminating in a coherent "reset."

Participants:

Leading for Equity: Leadership Actions to Bridge Achievement and Opportunity Gaps. Aki Murata, University of California, Berkeley

Tackling Equity Issues in Real Time: Leadership Coach Professional Learning. Soraya Sablo-Sutton, University of California, Berkeley

Make Space and Take Space: The Radical Care of Affinity Groups. Quennie Dong, University of California, Berkeley; Aki Murata, University of California, Berkeley

Inquire, Critique, Transform, Reflect: Reimagining P-3 Leadership in California. Christopher Thomas, University of California, Berkeley; Aija Simmons, N/A; Viviana Garcia, N/A

Facilitators:
Rebecca Cheung, University of California, Berkeley
Aki Murata, University of California, Berkeley

228. Antiracist Research as Methodology: A Hard Reset to Conducting Inquiry

Critical Conversations
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 1 - Lakeshore A

The UCEA Call requires us to trouble the status quo of educational leadership research and disrupt oppressive practices in inquiry. We offer a Critical Conversation on antiracist research methodology. While an antiracist methodology may involve methods that are used broadly by researchers, the way in which such methods are selected and employed reflects theoretical and epistemological commitments and thus makes antiracist methodology distinct. The format will include situation and positioning, dialogue, and co-constructed possibilities.

Facilitators:
Kimberly Kappler Hewitt, Eastern Michigan University
Stacy Huff, University of North Carolina at Greensboro
Reginald K. Jackson, University of North Carolina at Greensboro
Onna Jordan, University of North Carolina at Greensboro
Christopher Kelly, University of North Carolina at Greensboro
Mark Alvis Rumley, University of North Carolina at Greensboro
Tiffany Lee Smith, University of North Carolina at Greensboro
Annie P. Wimbish, Leadership Solutions Group

229. Community Schools and the Potential for Black Freedom Dreaming

Critical Conversations

1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 1 - Lakeshore B

The proliferation of community schools in cities across the United States of America have provided districts an opportunity to address what they believe are serious social challenges in schools. Yet, some community schools may fall short of radically changing how marginalized groups experience schools. In this session, participants will question whether contemporary community school models can be tools for Black radical existence.

Participants:
 Gwendolyn Baxley, University at Buffalo, SUNY
 Arianna Di Puorto, University of North Carolina at Greensboro
 Monique Saastamoinen, University of North Carolina at Greensboro

Facilitator:
 Tiffanie Lewis-Durham, University of North Carolina at Greensboro

230. CSLEE: Values and Ethics of the Hard Reset: Educational Leadership in Time of Conflict, Stress, and Precarity
Symposium
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 2 - Mirage

Participants:

Educational Leadership for Culturally Authentic Liberatory Leadership. Kitty Fortner, California State University, Dominguez Hills

New Deel: Supporting Democratic Ethical and Values-Based Leadership in Times of Crisis. Susan H. Shapiro, Touro Graduate School of Education; Kevin A. Peters, Elizabethtown College

Visiting the Controversial Rooms of Swedish Preschool Principals. Björn Ahlström, Umeå University; Ulf Leo, Umeå University

School Leaders and Ethics of Care in the Post-COVID Society. Rodolfo Rincones, University of Texas at El Paso

Side-Eye Reverence: Resetting a Framework for Trust in Schools Amid Anxiety, Conflict, and Crisis. Samantha Paredes Scribner, Indiana University–Purdue University Indianapolis; Paula A. Magee, Indiana University–Purdue University Indianapolis

Facilitator:
 Thu-Suong Nguyen, Indiana University–Purdue University Indianapolis

231. UCEA Center for the International Study of School Leadership: Leading Schools Through the Pandemic and Beyond
UCEA Program Center Session
1:20 to 2:30 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet D1

The session will be hosted by the co-directors of the UCEA Center for the International Study of School Leadership, and it will highlight the work of authors with chapters in the forthcoming book, Leading Schools through the Pandemic and Beyond: Findings From Principals in Seven Countries.

Facilitators:
 Jami Royal Berry, University of Georgia
 Sylvia Robertson, Otago University, New Zealand
 Charles L. Slater, California State University, Long Beach
 Elson Szeto, The Education University of Hong Kong

232. Utilizing JCEL Cases in School Leader Preparation Programs
Special Session
1:20 to 2:30 pm

Hyatt Regency Minneapolis: Floor 1 - Nicollet D2

The primary goal of this panel session is to bring together a sample of faculty members using JCEL cases in their programs to share their perspective on the utility of JCEL cases in their respective contexts.

Participants:

Jasmine Alvarado, University at Buffalo, SUNY
Rebecca Lowenhaupt, Boston College

Facilitators:

Curtis Brewer, University of Texas at San Antonio
Mark Giles, University of Illinois at Chicago
Nathern S. A. Okilwa, University of Texas at San Antonio
Mariela A. Rodríguez, University of Texas at San Antonio

233. Collective Organizational Learning and Change

Paper Session
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway A

Participants:

Facilitating Organizational Learning Through Collaborative Curriculum Development: The Role of External Experts in Competency-Based Curriculum Reform. Yi-Chih Chiang, Michigan State University

This study explores external experts' strategies in facilitating collaborative curriculum development (CCD) within middle schools. Six key strategies were identified: knowledge empowerment, curriculum orientation, process intervention, team building, project management, and culture transformation. The experts demonstrated a balance between proactive and reactive support, adjusting their approaches to meet the unique needs of teacher teams. Findings highlight the importance of adaptability and sensitivity in supporting effective curriculum innovation and teacher learning within school improvement initiatives.

Learning Better Together: Turning EDI Workshops Into Beloved Communities for Radical Change. Welly Minyangadou, McGill University

I explore the impact of turning traditional EDI professional development workshops held in historically supremacist academic institutions into beloved communities (hooks, 2012). Using participatory action research, I problematize the structure of learning and professional development in higher education, and demonstrate the possibilities of transformation in EDI workshops despite these problematic structures.

Organizational Stress Testing as an Intentional Organizational and Managerial Strategy. Bodunrin Banwo, University of Massachusetts Boston; Coy Carter, Jr., University of Minnesota; Eskender A. Yousuf, University of Minnesota; Ezekiel Joubert, N/A

The following proposal examines a theoretical process theorized as organizational stress testing (OST). We regard OST as an intentional organizational strategy of responsive leadership. The research explores OST in two parts; the first uses Mintzberg's (1979) organizational model to explain how the districts moved their Office of Equity and Incision from support staff position to a middle-line positional role. Secondly, through their newly gained authority, OEI began to embed tenets of cultural responsiveness throughout their districts.

Schools as Thriving Workplaces: Leading Co-Inquiry for Improvement. Erin Anderson, University of Denver; James Ringer, University of Denver

During the pandemic, schools adjusted instruction for a virtual world and supported students' academic and social needs—all while navigating their own health and safety needs. This study employed a cross-case comparison methodology, using the social embeddedness of collective thriving at work (Spreitzer & Sutliffe, 2007) to explore five school design teams' experiences engaging collectively in equity-focused improvement science through determining a focus and collecting and making meaning of information to design team-driven solutions for change.

Facilitator:

Decoteau J. Irby, University of Illinois at Chicago

234. Lessons for Leadership in a Hard Reset

Paper Session
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway B
Participants:

Lessons for Leadership: An Autoethnographic Consideration of "Hard Resets." Sharon I. Radd, St. Catherine University

In 2019, I received an invasive and dramatic medical treatment to address extensive internal damage I had developed as a result of a previously undetected and untreated birth defect. The purpose of this paper is to share lessons learned from that experience, using an autoethnographic approach, to inform and influence leadership practice that seeks to be more humane, empathetic, boundaried, and effective

Operationalizing the Family Engagement Efficacy Beliefs of Educators: A Hard Reset. Hadley Bachman, Ohio State University; Karen Stansberry Beard, Ohio State University

This paper addresses the research gap in understanding educators' efficacy beliefs in family engagement. Grounded in social cognitive theory, the study developed and validated a survey measure, the Family Engagement Efficacy Beliefs of Educators (FEEB-E), to explore the nature of these efficacy beliefs. Data from 318 educators revealed five factors aligned with the Family Engagement Core Competencies. The results provide valuable insights into educators' efficacy beliefs contributing to effective collaboration between schools and families.

Supports Given and Received: An Examination of Principals and Supervisors in a Professional Learning Initiative. Coby Meyers, University of Virginia; Bryan A. VanGronigen, University of Delaware

A state hired three external vendors to provide separate services as a comprehensive initiative to train principals and principal supervisors to use a new teacher evaluation system. Among our findings, principal supervisors reported offering more support than principals reported receiving, meaning that principal supervisors felt they offered more support to principals than principals felt they received. We consider how differences in the way the initiative was rolled out influence principal supervisor and principal perspectives.

When Community Has No Borders: School Leaders' Conceptions of Community in an Era of Choice. Danielle Sutherland, Towson University; Emily Germain, University of Texas at Austin

A growing body of research has emphasized the importance of community engagement in school leadership. Much of the work on equity-oriented, community collaboration presupposes neighborhood schools, which is problematic in rapidly changing urban districts embracing multiple forms of choice. This study, then, is intended to capture how school leaders conceive of and define their role, how that conception is related to their understanding of equity, and how both shape their approach to community engagement.

Facilitator:

Ann M. Ishimaru, University of Washington

235. Cultivating Connections Between Practitioners, Preparation Programs and Educational Equity

Paper Session
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway C
Participants:

A Hard Reset: How Does UCEA Address Practitioner Concerns? Liz Hollingworth, University of Iowa; Ed Fuller, Pennsylvania State University; Andrew Pendola, Auburn University

This paper examines extent to which UCEA's organizational language is aligned with practitioner concerns. We provide a textual analysis comparing the language of UCEA with that of practitioner organizations (NAESP, NASSP, AASA), utilizing phrase prominence, visualization, syntax analysis,

and AI theme extraction to demonstrate that UCEA is aligned along broad domains of leadership practices, equity, and professional development. However, UCEA is misaligned on the major practitioner concurs such as safety, academic success, and operations management.

Navigating Ethical Dilemmas. Martin Scanlan, Boston College; Raquel Muñiz, Boston College; Rebecca Lowenhaupt, Boston College; Andrew Miller, Boston College; Earl Edwards, Boston College
  The theme for this UCEA Convention invites educational leaders to "consider how we may partner with technology to bring a new ethic of radical care to scale." This paper presents a novel approach to such partnering by focusing on how to leverage technology to help educational leaders navigate ethical dilemmas.

Reading Between the Lines of Anti-DEI Legislation in Texas. Jenna Doane, University of Texas at Austin; Michael Reid, Jr., University of Texas at Austin
  On March 10, 2023, the Texas State Legislature filed Senate Bill 17 during the 88th State Legislative Session. SB 17 targets higher education in Texas, removing diversity, equity, and inclusion (DEI) programs or practices. Understanding how SB 17 reflects goals not in line with the purpose of DEI programs, and how faculty and students have responded psychologically, professionally, and sociologically to the introduction of the bills will highlight the devastating effects of this legislation.

Reimagining the Impact of Doctoral Studies on Alumni Contribution to Self, System, and Community. Khalid Arar, Texas State University; Shannon Belcher, Texas State University; Munube Yilmaz, Texas State University; Miguel Angel Guajardo, Texas State University
  There is a knowledge gap concerning the impact of doctoral studies on alumni holistic growth. Qualitative research design was employed to explore what has been achieved following the doctoral studies among 12 alumni of one postgraduate program aiming at answering the following questions: (a) How do alumni perceive the moratorium of doctoral studies, and (b) what are the main impacts of these doctoral studies on self, organization and community system?

Facilitator:
  Andrene Castro, Virginia Commonwealth University

236. Equitable Teaching and Learning: Understanding Leadership and Teacher/Student Experiences

Paper Session
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway D
Participants:

Leading Equitable Teaching and Learning: Principal Lessons Learned About Clarity and Coherence. Brad W. Kose, Carroll University
  While scholarship in educational leadership for equity has substantially grown, leadership practices creating instructional and curricular coherence for equity are less understood. In this paper, I examine my return to K-12 education, particularly as a school principal striving to lead for equity. Using autoethnography methods, I explore lessons learned about the what, why, and how of instructional coherence in leading for equitable teaching and learning. Implications for leadership practice, policy, preparation, and scholarship are offered.

Novice Teacher Mentoring as Organizational Social Justice Leadership Development: Tensions, Possibilities, and Constraints. Joy Esboldt, University of California, Berkeley
  As schools build more robust equity-oriented teacher induction programs, mentor professional development can serve as a site of teacher leadership development. However, theoretical tensions between different mentoring approaches remain understudied empirically (Orland-Barak & Wang, 2021) with implications for organizational social justice leadership (Ishamiru & Galloway, 2014). This case study examines how a mentor and teacher co-construct the available discourses of social justice within mentoring sessions and how participants try and create coherence.

Understanding Instructional Leadership, Teacher Collaboration, Job Satisfaction, and Student Learning: A Multilevel Moderated Mediation Analysis. Yu Wu, University at Buffalo, SUNY
  The study tested relationships among instructional leadership (IL), teacher emotions, collaboration, and student achievement in China. It also examined how school location and principals'

inspiration on new practices moderate associations with a multilevel moderated mediation design. Findings: IL indirectly impacts student achievement through collaboration, particularly in rural contexts. The indirect effects were bigger when IL inspire teachers' creative teaching. Findings emphasize the importance of creating a collaborative, and innovative climate for narrowing the urban–rural achievement gap.

Facilitator:
Seth Baxter Hunter, George Mason University

237. Virtually Possible: Reimagining the Role of Technology in Schools
Paper Session
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway E

Participants:

Emergency Remote Teaching and Leadership Support at the Middle Level: Teachers Weigh in. Susan C. Badger, George Washington High School; Carol A. Mullen, Virginia Tech
This qualitative study examined middle school teachers' perceptions of leadership responsibility and support during emergency remote teaching (ERT). Research questions were: How was leaders' support for ERT perceived? What were beliefs about student attendance and virtual education? After 15 teachers at a rural middle school completed a survey, six were interviewed one-to-one. Six findings illuminated areas of leadership responsive to teaching virtually. Support varied for assisting faculty in their adaptation to/effectiveness with remote instruction.

Principal Leadership in Tennessee Approved K-12 Public Virtual Schools. Jeana Partin, University of Tennessee at Knoxville; Mary Lynne Derrington, University of Tennessee at Knoxville
This qualitative study explored Tennessee's virtual public school K-12 principals' instructional leadership and development of a social presence. Semistructured interviews were conducted with virtual school principals in Tennessee. Findings suggest that they are intrapreneurs adept at developing a social presence with students, teachers, and parents. Principals in virtual schools have a degree of autonomy in instructional leadership responsibilities, including curriculum selection and staffing. Furthermore, they are both flexible and technologically competent in meeting students' needs.

Reimagining Schools With Technology: Perceptions of School Leaders and Teachers. Miguel Gonzales, University of Nevada, Las Vegas; Iesha Jackson, University of Nevada, Las Vegas
This case study examines the perceptions of reimagining the school experience with technology. Interviews with the principal, four assistant principals and 15 teachers were conducted. A total of 31 out of 55 teachers were surveyed. Preliminary findings suggested three themes: (a) the need to personalize learning, (b) personalize professional development for teachers; and (c) reimagining classroom space and structure. Findings suggest a call to reconsider technology use and classroom spaces.

The Essential Aspects Framework: A New Framework for Understanding Educational Technology Decision-Makers. Adam John Hocker, Pennsylvania State University
This qualitative study puts forth a new framework for understanding the skills and knowledge brought to the educational technology decision-making process in schools districts and other LEAs by those who are charged with making the decision. The new framework is comprised of three Essential Aspects, Technology Vision, Relationship with Technology, and Position in Organization that encapsulate the skills and knowledge an individual or institution draws on when making educational technology decisions.

Facilitator:
TBD

238. Social Justice Leaders Who Make a Difference
Paper Session
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway F

Participants:

Leading as Women of Color: Social Justice Leadership in Uncertain Times and Complicated, Contested Terrain. Aukeem Ballard, University of California, Berkeley; Rebecca Cheung, University of California, Berkeley

Research shows how school districts have sought to diversify their school leader pipeline. This case study highlights voices of women of color school leaders as they navigate their racialized and gendered roles in a contested and complicated arena of social justice leadership. Our results show how women of color school leaders are often mediated away from the social justice aims espoused by their authorizers, while emboldening themselves through their ethic of radical care.

Responsibility of Social-Justice Leadership for All: Principals' Responses to Students' Learning Needs in the Postpandemic. Elson Szeto, The Education University of Hong Kong; Ian Potter, BELMAS

This case study explores principals' practices in response to students' learning in Hong Kong schools as schools return to normalcy in the post pandemic. The question is: How are principals responsible for the diverse student population in disadvantaged schools? They rebuilt the support for learning challenges to all students including those with SEN in three schools. A pattern of social-justice leadership responsibility for all is identified as the evolving meanings of social justice in education.

Socially Just Instructional Leadership: Does it Make a Difference for the School Culture and Student Achievement? Mehmet Sukru Bellibas, Adiyaman University; Mahmut Polatcan, N/A; Mustafa Celik, N/A

The present paper aims to demonstrate how the interaction of the two leadership models—socially just instructional leadership—might influence student learning. This research is based on a quantitative method, using a dataset collected from 313 teachers within 40 schools. Social justice leadership may not be considered as an opposing leadership type to instructional leadership but complementing to improve teacher culture and student academic achievement.

Facilitator:

Detra DeVerne Johnson, University of Houston

239. Radical Care for Marginalized Educators and Students

Paper Session
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway G

Participants:

Capturing School Quality Affectively: Queer Perspectives on the 5Essentials Survey. Andrew Stein, Northwestern University

Drawing on queer theory, I suggest that while the ISBE 5Essentials Student Survey marks a step toward accounting for the structural context and relational nature of learning, this tool risks (re)producing a cis-heteronormative learning environment rooted in an achievement logic of school quality. I mobilize queer methodology to gesture toward an alternative set of survey items with potential to move leaders toward an interpretation of student experiences reflecting a care logic of school quality.

Learners Providing Care for One Another in the Face of Marginalization: Implications for Leaders. Elizabeth Gil, Fordham University; Donald McClure, St. John's University

This multiple-case study explores how learners from immigrant backgrounds experienced care in two educational settings in the United States and Ireland. The settings exemplified three separate, but interrelated, elements of care: identity-affirming counter-spaces; interdependency; and a means to achieve greater empowerment and agency. We illuminate how care helped learners promote nurturing educational communities and resist marginalization. We highlight the potential for educational leaders to foster transformative outcomes by recognizing stakeholders' agency and promoting psychological safety.

Learning Ecosystems: Contextualizing Hard Reset and Radical Care for Leadership in Accelerated Schools and Programs. Meveryn Chua, College of William and Mary

This conceptual paper addresses the topic on creating and leading accelerated schools and

programs postpandemic in the "responsibility of educational leadership" category. By focusing on student learning, this paper uses Hecht and Crowley's (2020) learning ecosystem framework to situate Ladson-Billings's (2021) hard reset in schools and Rivera-McCutchen's (2021) radical care frameworks. This paper argues that educational leaders should be more adaptive and be more tolerant of uncertainty in leading accelerated schools and programs in post-COVID-19.

Success Through Communal and Radical Care From a Statewide Mentoring Alliance for Underrepresented Undergraduate Students. Shanique McCallister Nixon, Tennessee State University; Terrance McNeil, Tennessee State University; Tokesha Warner, Tennessee State University; Denise Green, N/A; John Robinson, N/A

Through a mixed-method exploratory sequential design, the Louis Stokes Alliance for Minority Participation (LSAMP) research team conducted a 5-year study examining mentoring practices for underrepresented students in science, technology, engineering, and mathematics (STEM). The study explores and describes the transformative mentoring practices used within the LSAMP alliance build community, belongingness, and support academic success for underrepresented STEM students using Tinto's Framework on Student Retention given the disproportionate percentage of marginalized representation in the STEM field.

Facilitator:
Lisa Bass, North Carolina State University

240. Law, Access, Research, and Challenges in K-20 Education
Ignite Session
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway H
Participants:

Authentic Data Collection and Analysis: Using Community Learning Exchanges as a Research Methodology. Matthew Militello, East Carolina University; Lawrence Hodgkins, East Carolina University; Carrie Morris, East Carolina University

The purpose of this Ignite session is to provide a vivid demonstration of an authentic, engaging data collection strategy. The session highlights participant-created artifacts collected from a Community Learning Exchange (CLE) process that honors place and wisdom of people. The presentation demonstrates how these authentic data are coded for research analysis. Our aim is to illustrate the utility of CLE's as a methodology with specific protocols that support collaborative data collection tools for collective inquiry.

Challenges to the Public School Curriculum: How They Have Evolved and Implications for School Leaders. Martha McCarthy, Loyola Marymount University

This longitudinal study of challenges to public school offerings from the 1970s until 2023 addresses similarities and differences over time in key actors involved, the content challenged, and the success in restricting the curriculum. Following a brief description of the study's design, key findings are presented, including the recent shift to statewide legislative restrictions, and questions regarding implications for policymakers and school leaders are posed.

Envisioning Supportive College Access Practices for Undocumented Students. Luis Fernando Macías, California State University, Fresno; Liliana E. Castrellón, Duquesne University; Darsella Vigil, American Council on Education; Citlalli Rendon Guzman, Duquesne University; Mara Gonzalez Robles, Duquesne University

This practitioner-oriented Ignite presentation will draw from findings of a study, exploring how a rapid switch to test-optional policies during COVID-19 at higher education institutions influenced how practitioners in secondary schools worked with undocumented students as they prepared and applied for higher education. The presenters imagine how educators can foster supportive environments for undocumented students preparing and applying to higher education, within tumultuous and rapidly shifting policy and political landscapes.

"On the Basis of Sex": Title IX and Athletic Discrimination Against Trans and Nonbinary Youth. Benjamin Lebovitz, University of Wisconsin–Madison

"On the basis of sex," Title IX broadly combats sex-based discrimination in educational settings

without defining the word "sex." This Ignite presentation shares the recent history of Title IX and athletics including federal proposals and state legislative updates. With cultural symbols of masculinity and gender roles central to the institution of athletics, this session asks: what does current legal understanding hold for individuals whose identity or expression challenges norms regarding sex and gender in sport?

Rural School Challenges and Successes in a Decolonial Context. Joanne M. Marshall, Iowa State University

The purpose of this Ignite is to share rural school challenges and successes in Namibia, which was decolonized in 1990, with the ultimate goal of informing U.S. rural schools about best practices in remote and low-resource environments.

Teaching Problem Statement Development in Doctoral Research. Shawna Richardson, Southern Nazarene University; Christiana Horn, Southern Nazarene University; Shawn David Pendley, Southern Nazarene University; Shari Lynn Rodgers, Southern Nazarene University

The purpose of this Ignite! presentation is to share effective strategies for teaching the development of the problem statement in social sciences research as we have implemented it in the Doctor of Education in Administration and Leadership program at Southern Nazarene University. Our 32-month program features an embedded dissertation, and we have found that our students need straightforward, clear instruction early for the development of the problem statement at the outset of their dissertation journey.

Tell Me a Story About the Fellowship in the Adventure of the S/Hero. Janet Tipton Hindman, West Texas A&M University

The story of human experience often parallels the hero's journey. Through an innovative approach and synergistic process, our fellowship harnessed the power of story and technology to reimagine a doctoral course called Power, Myth, and Memes. By using Luhn's (2018) six stages of storytelling and Joseph Campbell's monomythic and archetypal hero's adventure, we created a powerful and meaningful way to tell the story of educational leadership through the written word, graphic images, music, and sound.

Facilitators:
Kevin Brady, University of Arkansas
Christine Thelen-Creps, Michigan State University

241. Reconstructing (Transforming) Schools With Support in Research: On Paths to Equivalent Schools

Symposium
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway I

For many years, public schools served as prominent examples of organizations operating in a stable organizational environment. In the 21st century, however, this notion is gradually changing. We highlight a contemporary challenge for everyone who works in or who is affected by schools and education. The challenge we want to highlight is increased demands on and schools' ability to realize equitable education.

Participants:

Creating High-Quality and Equitable Schools. David Mark Gurr, University of Melbourne

Egalitarianism, Research on Education and How to Overcome Skepticism Towards Renewal. Karen R. Seashore, University of Minnesota

Activating Students as Partners and Change Agents in School Reconstruction. Niclas Rönnström, Stockholm University

The Work With Equivalent Prerequisites Requires That We Understand Variation as an Asset. Helene Karin Ärlestig, Umeå University

Meeting the Challenge: Leaders Reconstructing Schools in Equitable Ways. Helene Karin Ärlestig, Umeå University

Facilitators:

Olof C. A. Johansson, Umeå University
Betty M. Merchant, University of Texas at San Antonio

242. Resistance to Resetting: Examining the Intersections of Superintendent Identity, Sociopolitical Context, and Equality in Educational Leadership

Symposium
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway J

In addition to being accountable for students' academic achievement, superintendents are expected to address an array of societal issues including the diversification of students and staff, increased governmental mandates, the explosion of technology, and the globalization of society (Hutchings & Brown, 2021; Kowalski, et al., 2011). These studies explore how these expectations affect current social issues, positionalities, and political contexts intertwine as superintendents lead our nation's school districts

Participants:

Still Waiting for a Hard Reset: How Race, Gender, and the Intersectionality of Race and Gender Result in Different Experiences For Superintendents In North Carolina. Aarti P. Bellara, Western Carolina University; Kerry Robinson, University of North Carolina at Wilmington; Heidi Beth Von Dohlen, Western Carolina University

"Like a Donkey in a Hailstorm: You Have to Stand There and Take it": Exploring the Role of Local Politics in Superintendent Attrition and Mobility. Rachel Sue White, University of Tennessee at Knoxville; Jesse Gray, University of Tennessee at Knoxville; Johnathon Jerman, University of Tennessee at Knoxville; Michael Evans, Miami University; Joel R. Malin, Miami University

Why Are So Few Latinas Serving as Superintendents? A Call to Action Following a Decade of Minimal Progress. Alexandra Aylward, University of Nevada, Reno; Pedro Reyes, University of Texas at Austin; David DeMatthews, University of Texas at Austin

Does Location Matter? Examining Superintendent Attrition in Suburban K-12 School Districts. Johnathon Jerman, University of Tennessee at Knoxville; Rachel Sue White, University of Tennessee at Knoxville; Joel R. Malin, Miami University; Michael Evans, Miami University

Facilitator:
   Kerry Robinson, University of North Carolina at Wilmington

243. State's Leading Leadership Preparation Program Quality and Improvement— Evidence From Delaware

Critical Conversations
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 1 - Lakeshore A

The purpose of this critical conversation is to (a) examine the importance of leader preparation from a national perspective, (b) examine the importance leader preparation from a state perspective, (c) identify elements for a comprehensive leadership preparation program report, (d) discuss the use data as a catalyst to drive system change in improving leadership preparation in the state, and (e) discuss the collaboration with IHEs and LEAs to build a strong partnership around leadership preparation in the state.

Participants:
   Lauren P. Bailes, University of Delaware
   Lisa Hastings-Sheppard, 4th Dimension Leaders
   Zoey Lu, University of Delaware
   Shelley Rouser, Delaware State University
   Michael Saylor, Delaware Department of Education
   Andrea Thompson, Delaware Department of Education
   Steven E. Tozer, University of Illinois at Chicago
   Jacquelyn Owens Wilson, University of Delaware

Facilitator:
    Seher Ahmad, N/A

244. Rebooting Leadership: AI, Actor-Network Theory, and Feminist Pedagogy

Critical Conversations

2:40 to 3:50 pm

Hyatt Regency Minneapolis: Floor 1 - Lakeshore B

This session explores the transformative potential of generative artificial intelligence (AI) and large language models (LLMs) in educational leadership, viewed through the lenses of actor-network theory, feminist pedagogical tenets, and change management. By engaging in critical conversation, participants will delve into the intersections of technology, power, representation, and change, aiming to reconfigure educational practices in line with our challenging sociopolitical times and striving towards a hard reset that prioritizes radical care in educational systems.

Participant:
    Beth Rous, University of Kentucky

Facilitator:
    John Beuhring Nash, University of Kentucky

245. Better Together: District–University Partnerships to Prepare Equity-Centered Assistant Principals

Critical Conversations

2:40 to 3:50 pm

Hyatt Regency Minneapolis: Floor 1 - Lakeshore C

Assistant principals play a significant role in the way educators understand and strive towards educational equity. However, equipping educators to move from the role of teacher to principal, especially in terms of antiracist and culturally responsive leadership, remains underresearched. In this session, the members of Wallace-funded district–university partnerships share their current efforts to prepare equity-centered assistant principals and explore how it can be used to build a pipeline of equity-centered school leaders.

Participants:
    Leslie Alexander, Winston-Salem/Forsyth County Schools
    Brian Clarida, University of North Carolina at Greensboro
    Katherine Cumings Mansfield, University of North Texas

Facilitator:
    Tiffanie Lewis-Durham, University of North Carolina at Greensboro

246. Resetting Clinical Practice Through Powerful Learning Experiences (PLEs): Designing Field-Based Learning for Disruption

Innovative Session / Mini-Workshop

2:40 to 4:40 pm

Hyatt Regency Minneapolis: Floor 2 - Mirage

Field-based learning and practical experience are powerful tools of educational leadership preparation, but are they consistently designed to prepare leaders to disrupt current educational systems and deliver high-quality education and educational justice for P12 students? A growing body of knowledge on effective preparation sheds light on how this can be done. This interactive workshop introduces participants to tools and a replicable process to lead program improvement by intentionally (re)designing powerful field-based learning experiences.

247. Center for the Advanced Study of Technology Leadership in Education

Meeting

2:40 to 3:50 pm

Hyatt Regency Minneapolis: Floor 1 - Nicollet D1

Facilitators:
   Sara Dexter, University of Virginia
   Scott McLeod, University of Colorado Denver
   Jayson W. Richardson, University of Denver

248. Borderlands: A Structured Dialogue Between Educational Leadership and Teacher Education

Critical Conversations
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet D2

We offer a critical conversation as structured dialogue between K12 educational leadership scholars and teacher educators. This is a continuation of a conversation begun at AERA, Elevating the Dialogue About Equity and Teacher Education: An Intergenerational Structured Dialogue. We bring together leaders in K12 educational leadership and teacher education to address our collective responsibility as scholars for the reimagination of our education system through a hard reset.

Participants:
   Frank Hernandez, Texas Christian University
   Etta Hollins, N/A
   Tim Lensmire, N/A
   Michael P. O'Malley, Texas State University
   Cory Roseth, University of Wisconsin–Madison
   Frances Rust, N/A
   Katherine Schulz, N/A
   Jennie Weiner, University of Connecticut

Facilitator:
   Sarah Margaret Odell, University of Pennsylvania

249. UCEA Art Salon 3

Innovative Session / Mini-Workshop
2:40 to 3:50 pm
Hyatt Regency Minneapolis: Floor 1 - Nicollet D3

This innovative mini-workshop is an art salon organized around love and imagination for scholars who are also artists. Held annually since 2021, the art salon establishes connections for all who: wish to practice imagination; seek fellow artists; or want to share their art and plant seeds for new creations. This year, we will create a single, large, joint mural in the convention space.

Facilitators:
   Mónica Byrne-Jiménez, Michigan State University
   Joshua Samson, University of Utah
   Irene H. Yoon, University of Utah

250. Racial Justice and R(C)PPs: Navigating Systemic Change in Times of Political Backlash

Symposium
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway A

Collectively, the papers in this symposium consider the legal and policy implications of equity efforts in the context of partnerships known as research–practice partnerships (RPPs). Amid "anti-CRT," anti-trans/LGBTQ+, and anti-DEI legislation in many states as well as sweeping book bans, our research in four different geographic contexts across the country aims to shed light on the challenges and possibilities for pursuing racial justice-centered district research in the current anti-equity sociopolitical milieu.

Participants:

From RPP to RCPP: Partnering for Racial Equity in an Era of Retrenchment. Ann M. Ishimaru, University of Washington; Dana Gabrielle Nickson, University of Washington; Ji Ho (Geo) Yang, University of Washington; Mia Williams, Seattle Public Schools; Cashel Toner, Seattle Public Schools

Moving From Antiracist Policy Decision-Making to Action: Exploring the Racial Politics of District Research–Practice Partnerships. Adriana Villavicencio, University of California Irvine; Dana Conlin, University of California, Irvine

Moving Racial Justice From the Margins to the Center: A "Hard Reset" in District Leadership. Mollie Galloway, Lewis & Clark College; Megan Kathleen Barrett, Lewis & Clark College; Lisa Yvetta Collins, Lewis and Clark College

Racial Consciousness in Partnership Work: Three Faculty Members' Journeys. Anjalé Welton, University of Wisconsin–Madison; Sarah Diem, University of Missouri; Deonte Iverson, University of Wisconsin–Madison; Sarah Walters, University of Missouri

Facilitator:
   Dana Gabrielle Nickson, University of Washington

251. Towards a Theory on School Climate and School Culture in Hard Reset
Paper Session
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway B
Participants:

Does Hardening Schools Exacerbate Educational Inequality? School Security Measures and Teacher, Principal, and School-Level Outcomes. Samantha Viano, George Mason University; John Boman, N/A; Benjamin W. Fisher, N/A; Aishia Brown, N/A; Kristina N. LaVenia, Bowling Green State University; Thomas J. Mowen, N/A; Alex Widdowson, N/A
   Schools spend over $3 billion a year on school security measures (SSM), but we have little evidence of the effects of SSM. The purpose of this study is to investigate the relationship between SSM and school, teacher, and leader outcomes using longitudinal, national representative data. Since SSM could have differing effects based on racial identity, we examine if the relationship between SSM and outcomes differs for those from racially minoritized background.

Policy Judo: Transforming Schools Through Culturally Grounded Education and Competency-Based Curriculum. Joseph Levitan, McGill University; Kayla M. Johnson, University of Kentucky
   A transformational way to think about a "hard reset" in education is to radically flip the process by which curriculum is developed and the content that is subsequently created. In alignment with, and furthering, decolonizing, and culturally responsive education, in this paper we discuss a process and framework that engages community-based participatory action research (CBPAR) to co-create local knowledge and educational content to implement in public schools that serve Indigenous students

Principal Coaching and School Climate: A Phenomenological Study. Alexis Wertz, N/A; Tiffany Wright, Millersville University
   A positive school climate can lead to improved student metrics and teacher retention. Coaching may help principals to enhance their school's climate. The findings of this phenomenological study suggest that principals and coaches do not directly seek out or provide support specifically related to school climate work, but felt supported and more confident in their role through coaching, which may lead to greater self-efficacy and indirectly influence their school climate.

Psychometric Properties of an Instrument Measuring a New Construct: Academic Culture. Kenneth Leithwood, N/A; Jingping Sun, University of Alabama; Sijia Zhang, University of North Carolina at Charlotte; Cheng Hua, University of Alabama
   This study examined the psychometric properties of an instrument used to measure a new construct we label Academic Culture. Data provided by 2068 teacher respondents were used to assess the instrument's measurement invariance, construct validity, predictive validity, and reliability. Results demonstrated that the instrument has sound psychometric properties and that the suite of methods

used to test those properties were especially promising for subsequent research of this type.

The Role of School Ethical Leadership in Shaping Adolescents' Aggressive Attitudes. Rima'a Da'as, Hebrew University of Jerusalem; Mowafaq Qadach, Al-Qasemi Academic College of Education, Baqa El-Garbiah, Israel.

The study tested the effect of school principals' ethical leadership on students' aggressive attitudes through the mediation of authoritative school and classroom climates. The data included 317 educators, 504 teachers and 6589 students from 64 Arab Israeli middle schools. Results showed that ethical leaders negatively affect students' aggressive attitudes through an authoritative school climate (a disciplinary structure of fairness and justness, along with student support, as perceived by educators), and authoritative classroom (by students' perceptions).

Facilitator:
Terah Talei Venzant Chambers, Michigan State University

252. What's Race Got to Do With it? Investigating Race Matching and Tracking in Schools

Paper Session
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway C
Participants:

Beyond Tracking: How Teachers, Leaders, and Student Demographics Impact Opportunity to Learn Science. Margaret Thornton, Rowan University; Meredith Lea Wronowski, University of Dayton

Using structural equation modeling with latent profile analysis, we identify students' opportunity to learn (OTL) in science classes. Lower SES students are more likely to be in lower OTL classes. Teachers with higher perceptions of science self-efficacy, expectations for student learning, and teacher collective responsibility for learning were less likely to have low OTL classrooms. Principal years of experience have positive relationships with these perceptions, but principal certification had a negative relationship.

Pathways and Pipeline and the Growing Pains of Creating a Computer Science Pathway. Bodunrin Banwo, University of Massachusetts Boston; Steven McGee, N/A; Randi Randi McGee-Tekula, N/A

This article explores four students' experience with computer science programming in the Milwaukee school system in three focal areas. The students describe how their desires, fears, family, and dreams affected how they arrived at their computer science program and how it drives their burgeoning computer science identity. This research yielded a new framework: (a) early opportunities; (b) awareness of critical educational junctures; (c) building healthy CS identities; and (d) celebrating, encouraging success and wins.

Principal–Student Racial Congruence, Revisited. Bradley Davis, University of Houston; Huang Wu, University of Missouri–Kansas City

Framed through Portillo et al.'s (2022) understanding of representative bureaucracy, the purpose of our revisitation of the original conceptualization of principal–student racial congruence is to determine if, ten years later, demographic trends among leaders and learners are on trajectories adequate to close the gaps that comprise the oft-cited racial asymmetries in public education.

Teacher Assignment Patterns: How Accountability Sensitivity Is Moderated by Community Racial Identity. Kathryn James McGraw, Vanderbilt University

This paper explores the implications of accountability policy for students' access to certified teachers between courses and describes how accountability incentives have disparate impacts for students in majority-Black schools and districts. Building on previous research on the racialization of local control of schools, accountability response and educational triage, and state takeover policy, I find that majority-Black districts respond to accountability incentives differently than majority-White districts when assigning certified teachers into tested and nontested courses.

Facilitator:
Stefanie Marshall, University of Minnesota

253. Parent Involvement, Perspectives, and Advocacy in School
Paper Session
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway D
Participants:

More Than Nice White Parents? White Parents Organizing Against School Closures. Talia Leibovitz, University of California, Berkeley
> This study examines White and/or privileged parents learn about notions of race, power, and visions for a public education as they organize against school closures of majority-Black schools in Oakland, California. Through a 2-year qualitative case study, we consider how White and/or privileged parents make sense of, disrupt, and/or reproduce racism and the social construction of good schools and how this sensemaking gets concurrently constructed across multiple levels.

Not Trustworthy? Examining Parent and Guardian Perspectives on School Discipline. Neha Sobti, New York University; Luis Alberto Rodriguez, New York University; Richard Welsh, Vanderbilt University
> School discipline disparities are a problem of practice and policy that has persisted for decades. Relatively few studies focus on the relationship between parents' perception of disciplinary practices and influential factors in discipline disparities. Through interviews, this study finds five emerging factors influencing parental/guardian perceptions of disciplinary outcomes: (a) safety, (b) relationships, (c) variation in teacher capacity, (d) parents negotiate race and racism in the mesosystem, and (e) care and trust in the mesosystem.

Parent–Teacher Communication via ClassDojo: An Explanatory Mixed Methods Study. Vincent Cho, Boston College; Sofia Dueñas, University of Southern California
> Although ClassDojo first gained notoriety as a school discipline app, its design has shifted toward parent communication and engagement, offering parents instant notifications and social media-style feeds about students. In light of the many choices that parents and teachers face when sharing information with one another, this mixed-methods study aims to describe teachers' and parents' perceptions about ClassDojo's communication features. Findings contribute knowledge about emerging practices and inform discussions on parent engagement and school discipline.

The Value of Diversity by White, Affluent Parents in Two-Way Dual Language Programs. Jenna Doane, University of Texas at Austin; Pedro Reyes, University of Texas at Austin
> This study utilizes notions of Whiteness to understand how diversity is valued and conceptualized by White, affluent parents in two-way dual language programs. These parents may value diversity for different reasons, and define it in different ways that are reflective of liberal multiculturalism. The purpose of this research is to understand how White, affluent parents are connecting diversity to individual actions and benefits, or as a way to disrupt structural racism and question systematic inequities.

Facilitator:
> Eupha Jeanne Daramola, University of Southern California

254. District Leadership and Implications for Principals and Instructional Leaders
Paper Session
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway E
Participants:

A Comparative Analysis of District, Charter, and Catholic School System Leader Responses to Crisis. Andrew Frederic Miller, Boston College; Whitney Hegseth, Boston College; Michael O'Connor, Boston College
> If leaders are going to accomplish a "hard reset" (Ladson-Billings, 2021) in response to these ongoing crises in sustainable ways across school systems, they will have to do reimagine or rebuild educational infrastructure. We set out in this study to compare and contrast the perceptions and practices of educational leaders responding to overlapping crises in three different systems (charter, Catholic, and public district) each attempting to manage changes to their educational

infrastructure.

Grappling With the Messiness: District Science Instructional Leaders' Unpacking of White Supremacy's Role in Science. Sarah Clancey, University of Washington

In this critical qualitative study I examine four district instructional leaders' (un)learning during a year-long professional development (PD) series designed to support participants to recognize antiracist and anticolonial approaches to science instruction. Through recordings of their PD breakout sessions and an end of year interview, I found that each leader expanded their conceptions of what counted as science. However, leaders took different approaches to applying their (un)learning to their roles as district leaders.

Leadership Practices of South Texas Rural School Superintendents. Maria de Lourdes Viloria, Texas A&M University

The Rural Superintendents' Research Project captures the unique challenges of school superintendents in rural settings. This research project aligns with the conference theme because it centers on rural school superintendents' leadership styles. In rural school districts, superintendents in their capacity as district administrators have a deep influence on school structures, school climate, teacher efficacy, instruction, and community connectedness since for the most part in rural communities, schools at the center of all community activities.

The Impact of Central Office and Principal Joint Work on Multilingual Language Learners' Outcomes. Sandra Montanez-Diodonet, Fordham University; Tiedan Huang, Fordham University

This action research study examines how a district superintendent acted as a scholarly practitioner by designing and executing joint work between principals and the central office, using the Networked Improvement Community (NIC) approach to "strengthen principals' instructional leadership with long-term goals of enhancing the quality of classroom teaching and, ultimately, student learning."

Facilitator:

Tiffany Aaron, University of Florida

255. Examining Gendered Praxis at the Crossroads of K-20 Contexts

Paper Session

4:00 to 5:10 pm

Hyatt Regency Minneapolis: Floor 2 - Greenway F

Participants:

Endarkened Feminist Sankofa as Praxis and Theory in the Academy. Anglesia Brown, Wayne State University; Michelle D. Taylor, Wayne State University

Using the six assumptions that shape endarkened feminist epistemology (EFE) as a roadmap, this paper examines the experiences of two Black, female PhD candidates who find collectivity in their individual doctoral research experiences. Leaning on Sankofa and EFE, this autoethnographic study looks at how specific tenets from EFE connect to their individual/collective lived experiences and thus guides their research as emerging scholars in the academy.

Examination of Gender Disproportionalities in Principal Employment and Salary. Henry Zink, Lehigh University; Megan Lynn Hauser, Lehigh University; Craig Hochbein, Lehigh University

Educational leadership roles are dominated by men, despite a high and disproportionate representation of women in education as a whole. This study sought to examine factors related to the salaries of school principals using administrative data from Pennsylvania. Factors at all examined levels were shown to influence principal salary and the gap between men and women held when considering these factors. Implications and relevance are also discussed.

Learning the Game: A Narrative Inquiry Into Tenure-Track Black Women Faculty's Perceptions of Institutional Support. Jasmine Victor, University of Texas at San Antonio

The first Black woman professor in the U.S. was hired in 1859, yet Black women are still underrepresented in faculty roles and experience the academy in unique ways. This qualitative study explored how tenure-track Black women faculty author their experiences in the academy based on their perceptions of institutional support.

Situating Space for Radical Care: Examining Intersectionality Within Leadership Identity. Meghan

Buchanan, Texas State University; Jennifer Lynn Bailey, University of Texas at Tyler
This collaborative, autoethnography explores the intersectionality of race, class, and sexuality within leadership identity among three women school leaders. Centering the importance of authenticity within identity as a leader, the conclusions from this study will advance the literature surrounding the transformative power of engaging with one's own identity within the school community, embracing authentic self within leadership identity, and the significance of identity within radical care to create inclusive environments for minoritized students and staff.

Facilitator:
Judy Alston, Miami University

256. Leading Schools in a Viral Environment: Using Technology and Transformative Theory to Build Inclusive Schools

Ignite Session
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway G

Participants:

A Principal Reset: Redefining School Success Through the Lens of Sustainability, Innovation, and School Improvement. William Sterrett, Baylor University
This session will overview a reconceptualization of the role of the principal through a three-fold lens of sustainability, innovation, and school improvement. Principals are uniquely poised to empower and impact change within the collaborative learning community and this session will illustrate the why and the how. In following the Ignite format (5 minutes long, 12 slides), this engaging presentation will overview research aligned with these three key areas and share implications for practice and research.

Building Leadership Capacity in Rural, High-Poverty Schools. John Pijanowski, University of Arkansas; Christy Smith, University of Arkansas; Alison Shelby Page Wilson, University of Arkansas; Kevin Brady, University of Arkansas; Kara Lasater, University of Arkansas
The IMPACT program works with rural, high-poverty districts to identify and develop school leaders. Now in its 8th cohort, the IMPACT program has raised over $6.7 million to support principal development and mentoring and reached over half of the high poverty school districts in the state. In 2022 the first school to be led by back-to-back IMPACT graduates was named the highest overall growth performing, high-poverty school in the state. This is our story.

Going Viral: Understanding the Relationship of Educational Leadership Decision-Making and Social Media. Ebony Love, Texas Christian University
Communication has changed over the past several decades and the role of social media in schools has changed. Educational leaders are faced with constant decision-making and must determine the best way to communicate information with the school community. This mixed-method study explores the potential correlation in keywords and phrases for decision making the potential for the information to go viral. Additionally, exploring educational leadership comfort in navigating social media platforms for communication with their community.

Proximal Antecedents of Effective School Leadership Practices. Chad Ransom, Montana State University; University of Wyoming
Despite the compelling evidence regarding the importance of school leadership we have struggled to improve the overall quality of school principals. The literature clearly articulates effective principal practices, but we have struggled to support the enactment of those behaviors. While there is often a gap between the literature and what is done in the field, I contend that there remains a critical gap in the research: the underlying competencies necessary to enact effective practices.

Supporting Teachers and Leaders for the Inclusion of Students who Are Deaf or Hard of Hearing. Christina Armfield, Western Carolina University; Jessica Renee Weiler, Western Carolina University
As part of this problem of practice presentation, we will share a causal analysis that suggests reasons why IEP placement decisions result in predominantly homogenous and segregated spaces of learning for students who are Deaf or hard of hearing (D/HH). We will introduce an improvement initiative that focuses on professional learning for teachers and leaders—resulting in

greater access to less restrictive learning environments where D/HH students can learn and thrive alongside their non-D/HH peers

Using Program-Based ePortfolios to Demonstrate Deep Learning in the Leadership Practicum. Samantha Paredes Scribner, Indiana University–Purdue University Indianapolis

This ignite presentation documents the development of ePortfolios and associated interactive assessment tools to support leadership development over a three-semester field-based practicum. The structure and alignment of an ePortfolio providing guidance for candidates, faculty and mentors with a culminating professional ePortfolio elevate and articulate the Practicum in a way that supports students' demonstration of deep learning and skill development according to the National Educational Leadership Program (NELP) Standards.

Facilitator:

Scott McLeod, University of Colorado Denver

257. Teacher Care, Collaboration, and Transition to Leadership
Paper Session
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway H
Participants:

Collaboration for Improving Teaching: A Moderated Mediation Model Linking Teacher Collaboration to the Clarity of Instruction. Seijoon Park, University of Missouri; Xinyi Mao, University of Central Florida; Soobin Choi, University of Missouri

This study tested a moderated mediation model of teacher collaboration's effects on the clarity of instruction, with teacher self-efficacy in instruction as a mediator and school commitment as a moderator. Using cross-sectional survey data from the Teaching and Learning International Survey (TALIS) 2018 in the United States, we employed multilevel structural equation modeling with latent moderated to estimate the structural links between our variables. We conclude with key implications for practice and policy.

Teacher Collaborative Learning, Organizational Support, and Teacher Outcomes. Xiaonan Jiang, Florida State University; Motoko Akiba, Florida State University

Using survey data from nationally representative samples of principals and teachers from 46 educational systems in TALIS 2018, we found that teachers' observation of their peers' instruction with feedback is the least common activity of teacher collaborative learning (TCL). Moreover, more TCL participation might facilitate positive teacher outcomes in all educational systems we analyzed, while some school organizational support may play a more important role in facilitating TCL than other resources do in many countries.

Teach Like a Mother: The Gendered Nature of Teacher Care. Janel Anderson, Gonzaga University

The study probed teachers' beliefs about their work and the relationship between teachers' ethical enactment of care and the reproduction of motherhood in teachers' work. Results provide valuable insights into gendered oppressions embedded in teachers' work. Findings point to the need for systemic reforms allowing for ethical boundaries around teacher work. This research suggests structural changes in teachers' labor conditions are necessary to allow for the enactment of ethical care within nonoppressive work contexts.

Transitioning Into Leadership: Understanding the Roles, Responsibilities, and Experiences of Novice Instructional Coaches. Kimberly Evert, Middle Tennessee State University; Angela Hooser, Middle Tennessee State University; John Lando Carter, Middle Tennessee State University

With the proliferation of the position of instructional coaches in schools, it is important to understand the experiences of classroom teachers transitioning into the roles and responsibilities of instructional coaching. Using longitudinal qualitative methods, we draw on multiple interviews with ten novice instructional coaches in one large district. We find that novice instructional coaches are tasked with varying and changing roles. They report challenges forming relationships with school staff in their new roles.

Facilitator:

Darrius A. Stanley, University of Minnesota

258. Handle With Care: Tensions in the Movement Towards Equitable K-12 Schools
Symposium
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway I

Leadership requires care. Yet creating a culture of care is complex and raises a host of dilemmas. Further, organizational and institutional analysis suggests the folly of pitting singular caring individuals against the machinery of oppressive institutions. In this symposium, we offer an ecological view on ways that care can transform schooling. Our five papers present new research that complicates notions of care at the school, district, and industry levels while suggesting paths forward.

Participants:

Building Key Components of Care at the School Level. Peter Demerath, University of Minnesota

Attending to Leadership Attention: How School Leaders Experience and (Attempt to) Manage Uneasy, Stressful Choices When Confronted With Multiple Demands. Angel Xiao Bohannon, Northwestern University

Professional Learning Network Meetings as an Energizing Ritual of Care. Kemi Anike Oyewole, Stanford University

Engendering Radical Care in One Urban District's Journey Toward an Antiracist Transformation. Patricia Virella, Montclair State University

The Care Improvement Industry: Leadership for Social-Emotional Well-Being and Implications for Equity. Kate Kennedy, University of Southern California; Jeff Walls, Washington State University

Facilitator:
   Kemi Anike Oyewole, Stanford University

259. Beyond "Good Enough": Transformational School Leadership for the Future
Symposium
4:00 to 5:10 pm
Hyatt Regency Minneapolis: Floor 2 - Greenway J

The unprecedented challenges facing education underscore the urgent need to form leaders who are equipped to build resilient, transformative schools. This symposium first presents a conceptual framework defining key dispositions and behaviors of transformational school leaders. Relevant, current research will then illuminate particular dispositions and behaviors in practice. While drawing largely on research and practice in faith-based schools, the symposium will advance knowledge that is critical to disrupting the status quo in all educational spaces.

Participants:

Data-Informed Leadership: Expanding Measures of Mission. Mary Frances Jones, University of Notre Dame; Julie Dallavis, University of Southern California

The Zeal of a Leader: Transformational Leadership in Catholic Schools. Kevin Baxter, University of Southern California; Sandria Morten, University of Southern California; April Garcia, University of Southern California

Collective Commitments in Cycles for Iterative Improvement. Carissa June Maddox, University of Dayton

Building Capacity to Lead Literacy. Betsy Okello, University of Southern California

Mathematics Teacher Leadership as a Lever for Increasing Professional Collaboration. Chrissy Trinter, University of Southern California

Facilitator:
   Mary Frances Jones, University of Notre Dame

260. Designing Leadership Preparation Grounded in the Science of Learning and Development
Critical Conversations

4:00 to 5:10 pm

Hyatt Regency Minneapolis: Floor 1 - Lakeshore A

The purpose of this session is to engage participants in deep conversation about a draft set of leadership preparation design principles grounded in the science of learning and development (SoLD). This discussion will grapple with the nature of principal preparation and the state of the field in regards to best practices in principal preparation and professional development through the lens of leadership for whole child school systems.

Facilitators:
    Rebecca Cheung, University of California, Berkeley
    Maria E. Hyler, Learning Policy Institute
    Steve Tozer, University of Illinois at Chicago

261. Reimagining Professional Learning Through School Leader Affinity Groups: Insights From the School District of Philadelphia

Critical Conversations

4:00 to 5:10 pm

Hyatt Regency Minneapolis: Floor 1 - Lakeshore B

We demonstrate how the School District of Philadelphia is striving to reimagine what equity-centered professional learning looks like for all of its school leaders. With a focus on process and not just outcomes, we share how we have prioritized yearlong racial affinity groups for our Black men, Black women, Latino/a/é, BIPOC, and White leaders and contribute to a field that has little to no documentation of research on school leader racial affinity groups.

Facilitators:
    Sia Beckwith, School District of Philadelphia
    Brandon Cummings, School District of Philadelphia
    Michael T. Farrell, School District of Philadelphia
    Lauren Miller, School District of Philadelphia
    Marille Thomas, School District of Philadelphia

262. Cultivating Transformational Spaces

Critical Conversations

4:00 to 5:10 pm

Hyatt Regency Minneapolis: Floor 1 - Lakeshore C

This critical conversation brings together a cross-racial coalition of scholar-practitioners as a way to decolonize and reimagine leadership through sharing space where the elements of our identities are centered as an exemplary method in cultivating transformational spaces. Co-creating and engaging in transformational spaces helps us see leadership and change processes rooted in our indigeneity that offers reimagined pathways for change centered on self and our communities to enact racial, social, and economic justice.

Participants:
    Mark Cantú, N/A
    Virgilio V. Caruz, East Carolina University
    Miguel Angel Guajardo, Texas State University
    Christopher A. Janson, University of North Florida
    Hollie Mackey, North Dakota State University
    Latrice Marianno, University of Delaware
    Cailen O'Shea, North Dakota State University
    Sashay Shyan Schettler, University of Mary
    Ruby Pham Stuart, University of Houston

Facilitator:
    Paul Koh, Towson University

263. UCEA's Center for Urban School Leadership: Partnering to Co-Construct Leadership Preparation Programs

UCEA Program Center Session

4:00 to 5:10 pm

Hyatt Regency Minneapolis: Floor 1 - Nicollet D1

This session will bring together three different partnerships to discuss how we might collaborate in supporting the development of school and district leaders. The purpose of this critical conversation is to address the following four areas: (a) overviews of the urban university/ leadership preparation partnerships, (b) the strengths/opportunities the partnership encountered, (c) how recent events have disrupted the typical preparation approach, and (d) outcomes (broadly conceived) of the partnerships.

Participants:

    Lauren P. Bailes, University of Delaware

    Shelby A. Cosner, University of Illinois at Chicago

    Bryan A. VanGronigen, University of Delaware

Facilitators:

    Kristina Brezicha, Georgia State University

    Will Rumbaugh, Georgia State University

    Nicholas J. Sauers, Georgia State University

264. Attending to the "We" Through "Me": An Embodied, Strategy-Sharing Workshop

Innovative Session / Mini-Workshop

4:00 to 5:10 pm

Hyatt Regency Minneapolis: Floor 1 - Nicollet D3

Teaching and learning is an embodied practice, and as such, is critically linked to educator well-being. This dynamic workshop identifies sources of educational stress/trauma and the ways in which faculty and PK-12 educational leaders can facilitate self-care practices that replenish their body, mind, and spirit. The alternative puts educators at risk for burnout, compassion fatigue, and underserving our constituent communities. Participants will engage in discussion and explore movement and other embodied self-care strategies.

Facilitators:

    Maritza Lozano, California State University, Fullerton

    Kelley Glover, Texas State University

    Amy Serafini, Auburn University

    Melissa Ann Martinez, Texas State University

    Shannon Calderone, Washington State University

    Michelle R. Smith, Washington State University

265. UCEA Annual Banquet

7:00 to 10:00 pm

Mill City Museum, 704 S. 2nd St., Minneapolis

See call-out box

UCEA Banquet

This year's banquet will be held at Mill City Museum, 704 S 2nd St. The evening's festivities will include dinner and a live performance from Chase and Ovation, the world's tribute band to the Music of Prince. Wear purple and come ready to have fun. Motorcoach transportation will be provided. Coaches will depart between 6:30 and 6:45 pm from the hotel lobby. Ticketed event.

Session 265   Saturday Nov. 18   7:00–10:00 pm
Mill City Museum, 704 S. 2nd St., Minneapolis 55401

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UCEA Awards

Exemplary Educational Leadership Preparation Program (EELPP) Award

To celebrate exemplary programs and encourage their development, UCEA has established an Award for Exemplary Educational Leadership Preparation. This award complements UCEA's core mission to advance the preparation and practice of educational leaders for the benefit of all children and schools.

2013	University of Illinois at Chicago, EdD in Urban Education Leadership; University of Texas at San Antonio, Urban School Leaders Collaborative
2014	University of Denver Ritchie Program for School Leaders & Executive Leadership for Successful Schools; North Carolina State University Northeast Leadership Academy
2016	University of Washington Leadership for Learning Program
2019	University of Washington Danforth Educational Leadership Program
2021	University of North Carolina at Greensboro

The Roald F. Campbell Lifetime Achievement Award

The Roald F. Campbell Award was established in 1992 to recognize senior professors in educational administration whose professional lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity, and service. The award is made at the discretion of the UCEA Executive Committee.

1992	Daniel E. Griffiths, New York University
1993	Jack A. Culbertson, Ohio State University
1994	David L. Clark, University of North Carolina at Chapel Hill
1995	Richard A. Schmuck, University of Oregon
1996	Edwin M. Bridges, Stanford University
1997	Donald J. Willower, Pennsylvania State University
1998	Norman Boyan, University of California, Santa Barbara
2000	Luvern Cunningham, University of Akron
2001	Barbara L. Jackson, Fordham University
2002	William L. Boyd, Pennsylvania State University
2003	Wayne K. Hoy, The Ohio State University
2004	Martha McCarthy, Indiana University–Bloomington
2005	Flora Ida Ortiz, University of California, Riverside
2006	Jerry Starratt, Boston College
2007	Cecil Miskel, University of Michigan–Ann Arbor
2008	Catherine Marshall, University of North Carolina at Chapel Hill
2009	Karen Seashore Louis, University of Minnesota
2010	Rodney Ogawa, University of California, Santa Cruz
2011	Joseph Murphy, Vanderbilt University
2012	Kenneth Arthur Leithwood, University of Toronto
2013	Robert Crowson, Vanderbilt University
2014	Phillip Hallinger, Chulalongkorn University
2015	Gary M. Crow, Indiana University
2016	Ellen Goldring, Vanderbilt University
2017	Carolyn Muriel Shields, Wayne State University
2018	Pedro Reyes, University of Texas at Austin; Daniel L. Duke, University of Virginia
2019	Diana G. Pounder, University of Utah
2020	Kofi Lomotey, Western Carolina University
2021	Michael Dantley, Miami University
2022	Catherine Lugg, Rutgers University

The Jack A. Culbertson Award

The Jack A. Culbertson Award was established in 1982 to recognize unique contributions of outstanding junior professors and to honor Jack A. Culbertson, who inspired many young professors during his tenure as UCEA Executive Director.

1983	Patrick B. Forsyth, Oklahoma State University
1984	L. Dean Webb, Arizona State University
1985	Jeri Nowakowski, Northern Illinois University
1986	Joseph Murphy, University of Illinois
1987	Walter H. Gmelch, Washington State University
1988	Charol Shakeshaft, Hofstra University
1989	Carol A. Veir, University of Texas at Austin
1990	Paul V. Bredeson, Pennsylvania State University
1991	Kent D. Peterson, University of Wisconsin–Madison
1992	Ann W. Hart, University of Utah
1993	Paula M. Short, Pennsylvania State University
1994	Stephen L. Jacobson, University at Buffalo, SUNY
1995	Neil Theobald, Indiana University
1996	Frances C. Fowler, Miami University of Ohio
1997	Patsy E. Johnson, University of Kentucky
1998	C. Cryss Brynner, University of Wisconsin–Madison
1999	Carolyn Kelley, University of Wisconsin–Madison
2000	Jeffrey Maiden, University of Oklahoma
2001	Jay Paredes Scribner, University of Missouri–Columbia; Linda Skrla, Texas A&M University
2002	Julie Fisher Mead, University of Wisconsin–Madison; Roger D. Goddard, University of Michigan–Ann Arbor
2003	Cynthia Reed, Auburn University
2004	Gerardo López, Indiana University–Bloomington
2006	Andrea Rorrer, University of Utah
2007	Suzanne E. Eckes, Indiana University–Bloomington; Meredith Honig, University of Washington
2008	Thomas Alsbury, North Carolina State University; Jeffrey Wayman, University of Texas at Austin
2009	Sara L. Dexter, University of Virginia
2010	Brendan Maxcy, Indiana University
2011	Julian Vasquez Heilig, University of Texas at Austin
2012	Alex J. Bowers, University of Texas at San Antonio
2013	Morgaen L. Donaldson, University of Connecticut
2014	Hollie J. Mackey, University of Oklahoma
2015	Anjalé D. Welton, University of Illinois at Urbana-Champaign
2016	Ann M. Ishimaru, University of Washington
2017	David E. DeMatthews, University of Texas at El Paso
2018	Chad R. Lochmiller, Indiana University
2019	Lolita Tabron, University of Denver
2020	Miriam Ezzani, Texas Christian University
2021	Erin Anderson, University of Denver
2022	Frank Perrone, Indiana University Bloomington; Andrew Pendola, Auburn University

The Jay D. Scribner Mentoring Award

The Jay D. Scribner Mentoring Award honors educational leadership faculty who have made a substantive contribution to the field by mentoring the next generation of students into roles as university research professors, while also recognizing the important role(s) mentors play in supporting and advising junior faculty. This award is named after Jay D. Scribner, whose prolific career spans over four decades and who has mentored a host of doctoral students into the profession while advising and supporting countless junior professors. Of note is Jay D. Scribner's unique ability to reach across racial, class, and gender differences, nurturing scholars from underrepresented backgrounds into a largely homogeneous profession.

2006	Jay D. Scribner, University of Texas at Austin
2007	Leonard Burrello, Indiana University
2008	Bruce Cooper, Fordham University
2009	Paul Bredeson, University of Wisconsin–Madison; Linda C. Tillman, University of North Carolina at Chapel Hill
2010	Martha N. Ovando, University of Texas at Austin
2011	Frances K. Kochan, Auburn University
2012	James Joseph Scheurich, Texas A&M University
2013	Ed Fuller, Pennsylvania State University
2014	Catherine A. Lugg, Rutgers University
2015	Betty Malen, University of Maryland
2016	Carol A. Mullen, Virginia Tech
2017	Mark Anthony Gooden, Teachers College, Columbia University
2018	Encarnación Garza, University of Texas at San Antonio
2019	Allison Borden, University of New Mexico
2020	Michelle D. Young, Loyola Marymount University
2021	Mariela A. Rodríguez, University of Texas at San Antonio
2022	Terah Venzant Chambers, Michigan State University

Edwin M. Bridges Award for Contributions to the Preparation and Development of School Leaders

The Edwin M. Bridges Award is given by UCEA for original, outstanding work in research or development that contributes to our knowledge and understanding of how best to prepare and support future generations of educational leaders. Contributions can be in any of several forms, including the design and evaluation of an innovative approach to leadership preparation; development of a research-based tool for use in leadership education; a conceptual or empirical research paper (publication or dissertation) that illuminates important issues; or a long-term, high-impact program of research and development in this area. The award recognizes contributions to preservice preparation as well as continuing professional development aimed at school leaders broadly defined, and the locus can be in universities or in the field. Contributions are judged on the extent to which the quality and originality of the effort suggest the potential to create a lasting impact on research and/or practice in this domain.

2010	Edwin M. Bridges, Stanford University
2011	Martha McCarthy, Indiana University
2013	Perry Zirkel, Lehigh University
2014	Joseph F. Murphy, Vanderbilt University
2015	Margaret Terry Orr, Bank Street College; Allan Walker, Hong Kong Institute of Education
2016	Diana G. Pounder, University of Utah
2017	Linda Skrla, University of the Pacific
2018	Michelle D. Young, University of Virginia

Hanne Mawhinney Distinguished Service Award

On occasion, UCEA's leadership has found it appropriate to honor UCEA faculty for their outstanding service to the organization and the field. Ensuring the viability of the field and the UCEA consortium depends upon the generous donation of time and expertise like winners of the UCEA Hanne Mawhinney Distinguished Service Award.

2010	Diana G. Pounder, University of Central Arkansas
2011	Gerardo R. López, University of Utah;
	Hanne Mawhinney, University of Maryland;
	Edith Rusch, University of Nevada–Las Vegas
2012	Linda Skrla, University of the Pacific;
	Scott McLeod, University of Kentucky
2013	Bruce Barnett, University of Texas at San Antonio;
	Cristóbal Rodríguez, Howard University
2014	Julian Vasquez Heilig, California State University, Sacramento
2015	Michele Acker-Hocevar, Washington State University–Spokane;
	Patricia F. First, Clemson University;
	Gail C. Furman, Washington State University–Spokane;
	Liz Hollingworth, University of Iowa
2016	Pamela D. Tucker, University of Virginia
2017	Casey D. Cobb, University of Connecticut;
	Patrick B. Forsyth, University of Oklahoma
2018	Sharon D. Kruse, Washington State University;
	Gordon Gates, Washington State University;
	Stephen L. Jacobson, University at Buffalo, SUNY
2019	Sara Dexter, University of Virginia
2020	Allison M. Borden, University of New Mexico
2021	Khuala Murtadha, Indiana University–Purdue University Indianapolis

JRLE Best Article Award

The Best Article Award was begun in 2014 by the *Journal of Research on Leadership Education*.

2014	Philip B. Robey, Loyola Marymount University, & Scott C. Bauer, George Mason University
2015	Chad R. Lochmiller, Indiana University
2016	Michael D. Steele, University of Wisconsin-Milwaukee; Kate R. Johnson, Brigham Young University; Samuel Otten, University of Missouri; Beth A. Herbel-Eisenmann, Michigan State University; & Cynthia L. Carver, Oakland University
2017	Alexandra E. Pavlakis, Southern Methodist University, & Carolyn Kelley, University of Wisconsin–Madison
2018	Melissa A. Martinez, Texas State University, & Anjalé D. Welton, University of Illinois at Urbana-Champaign
2019	Erica Fernández, Miami University, & Samantha M. Paredes Scribner, Indiana University–Purdue University Indianapolis
2020	Eliana Castro, Cierra Presberry, & Terah Venzant Chambers, Michigan State University
2021	Rachel Garver & Tanya Maloney, Montclair State University
2022	Noelle Witherspoon Arnold, Ohio State University; Azadeh F. Osanloo, New Mexico State University; & Whitney Sherman Newcomb, Virginia Commonwealth University

The Master Professor Award

The UCEA Master Professor Award is made to a faculty member whose record is so distinguished that the UCEA must recognize this individual in a significant and timely manner. The attributes for choosing UCEA Master Professors include professors who have a sustained record as an outstanding teacher, as attested to by students and faculty peers. They have exhibited educational innovation in the classroom and the extension of educational opportunities to an ever-wider group of students in educational leadership/administration programs; are considered to be outstanding advisors and mentors of students as evidenced by mentoring students in research projects that address the needs of K-12 educational systems; and have taken a leadership role in their academic unit, as administrators or leaders in educational endeavors. They have gained a regional and national reputation as educational leaders and innovators; have provided outstanding leadership in promoting and supporting diversity in faculty, students, staff, programs, and curriculum in the field of educational leadership; and have provided outstanding public service through participation in public or private agencies, or both bodies that contribute to PK-16 partnerships and to improving the quality of PK-16 education throughout state, national, or international arenas.

2005	Sally Zepeda, University of Georgia
2006	James Scheurich, Texas A&M University
2007	Gary Crow, Florida State University;
	Colleen Capper, University of Wisconsin–Madison
2008	Paul Begley, Pennsylvania State University;
	Bruce G. Barnett, University of Texas at San Antonio
2009	Joan Poliner Shapiro, Temple University
2010	Nancy Evers, University of Cincinnati
2011	Diana Pounder, University of Central Arkansas
2012	María Luisa González, University of Texas at El Paso
2013	Paula Short, University of Houston
2014	Steven Jay Gross, Temple University
2015	Gail C. Furman, Washington State University–Spokane
2016	Michael Dantley, Miami University
2017	Margaret Grogan, Chapman University
2018	Shelby Cosner, University of Illinois at Chicago
2019	Karen L. Sanzo, Old Dominion University
2020	Stephen L. Jacobson, University at Buffalo, SUNY
	Andrea Rorrer, University of Utah
2021	Mark Anthony Gooden, Teachers College, Columbia University
2022	Carol A. Mullen, Virginia Tech

Linda C. Tillman Social and Racial Justice Award

The UCEA Linda C. Tillman Social and Racial Justice Award was established in 2021 to recognize an educational leadership faculty member (current or retired) who demonstrates outstanding leadership in furthering the values of UCEA to foster diversity, equity, and social justice in PK-20 educational organizations.

2021	Linda C. Tillman, University of North Carolina at Chapel Hill
2022	Julian Vasquez Heilig, University of Kentucky;
	Lenford Charles Sutton, Illinois State University

The Paula Silver Case Award

The Paula Silver Case Award was instituted by UCEA in 1999 to memorialize the life and work of Paula Silver, UCEA Associate Director and President-Elect, who made significant contributions to our program through excellence in scholarship, advocacy of women, and an inspired understanding of praxis. This award is given annually to the author(s) of the most outstanding case

published during the last volume of UCEA's *Journal of Cases in Educational Leadership*.

1999	James S. Rinehart, University of Kentucky
2000	Karen Seashore, University of Minnesota, & BetsAnn Smith, Michigan State University
2001	Stephen H. Davis, University of the Pacific
2002	George White & Thomas Mayes, Lehigh University
2003	Sandra Lowrey & Sandra Harris, Stephen F. Austin State University
2004	Duane Covrig, Louis Trenta, & Sharon Kruse, University of Akron
2005	Donald Leech, Valdosta State University, & Lorraine Miller, Duval County Public Schools
2006	David Mayrowetz, University of Illinois at Chicago, & John Preston Price, Chicago Public Schools
2007	David Strader, University of Texas at Arlington
2008	Kerry S. Kearney & Judith K. Mathers, Oklahoma State University
2009	Catherine A. Lugg, Rutgers University, & Autumn K. Tooms, Kent State University
2010	Catherine A. Lugg, Rutgers University, & Candace Head-Dylla, Pennsylvania State University
2011	Donald Peurach & Gary E. Marx, Michigan State University
2012	Lisa Bass, Gregg Garn, & Lisa Monroe, University of Oklahoma
2013	Carol Karpinski, Farleigh Dickenson University
2014	Sally J. Zepeda, University of Georgia, & R. Stewart Mayers, Southeastern Oklahoma State University
2015	Matthew M. Kaiser, School District of Washington Township; Keshia M. Seitz, School District of Mount Vernon; & Elizabeth A. Walters, School District of Perry Township
2016	Dorothy Hines-Datiri, University of Kansas
2017	David S. Knight, Elena Izquierdo, & David E. DeMatthews, University of Texas at El Paso
2018	Jada Phelps Moultrie, Michigan State University; Paula Magee, Indiana University; & Samantha M. Paredes Scribner, Indiana University
2019	Jane A. Beese, Youngstown State University, & Jennifer L. Martin, University of Mount Union
2020	Karen Stansberry Beard & Stanley E. Gates, II, Ohio State University
2021	Josué López, University of Pittsburgh, & Erica Fernández, Miami University
2022	Mehtap Akay & Reva Jaffe-Walter, Montclair State University

William J. Davis Award

The William J. Davis Award is given annually to the author(s) of the most outstanding article published in *Educational Administration Quarterly* (EAQ) during the preceding volume year. The article selection is made by a three-member panel chosen from the EAQ Editorial Board members who have not published in the volume being reviewed. The award was established in 1979 with contributions in honor of the late William J. Davis, former Associate Director of UCEA and Assistant Professor at the University of Wisconsin-Madison.

1980	Donald J. Willower, Pennsylvania State University
1981	Cecil G. Miskel, University of Utah; Jo Ann DeFrain, North Harris County College; & Kay Wilcox, Shawnee Mission Public Schools
1982	Robert A. Cooke, Institute for Social Research, & Denise M. Rousseau, University of Michigan
1983	Donald J. Willower, Pennsylvania State University
1984	Cecil Miskel, University of Utah; David McDonald, Pomona Public Schools; & Susan Bloom, Blue Valley Public Schools
1985	David L. Clark, Indiana University; Lindo Lotto, University of Illinois; & Terry Astuto, Kansas State University

1986	Tim L. Mazzoni, Jr., University of Minnesota, & Betty Malen, University of Utah
1987	David P. Crandall, NETWORK; Karen Seashore Louis, University of Minnesota; & Jeffrey W. Eiseman, University of Massachusetts–Amherst
1988	James G. Cibulka, University of Wisconsin–Milwaukee
1989	Joseph J. Blase, University of Georgia
1990	Mary Stager, University of Toronto, & Kenneth A. Leithwood, OISE
1991	Ronald H. Heck, University of Hawaii-Manoa; Terry J. Larsen, Alhambra School District; & George A. Marcoulides, California State University, Fullerton
1992	Robert J. Starratt, Fordham University
1993	Ulrich C. (Rick) Reitzug, University of Wisconsin, & Jennifer Elser Reeves, University of Central Florida
1994	Brian Rowan, University of Michigan; Stephen W. Raudenbush, Michigan State University; & Yuk Fai Cheong, Michigan State University
1995	Mark A. Smylie, University of Illinois at Chicago; Robert L. Crowson, Vanderbilt University; Victoria Chou, University of Illinois at Chicago; & Rebekah A. Levin, University of Illinois at Chicago
1996	Diana G. Pounder, University of Utah; Rodney T. Ogawa, University of California, Riverside; & E. Ann Adams, Granite School District
1997	William A. Firestone, Rutgers University
1998	Nona A. Prestine, Illinois State University, & Thomas L. McGreal, Illinois State University
1999	Gail Furman Brown, Washington State University
2000	Anthony Bryk, University of Chicago; Eric Camburn, University of Michigan; & Karen Seashore Louis, University of Minnesota
2001	BetsAnn Smith, Michigan State University
2002	Michelle D. Young, University of Missouri–Columbia/UCEA, & Scott McLeod, University of Minnesota
2003	Philip Young, University of California, Davis, & Julie A. Fox, Ohio SchoolNet Commission
2004	Susan Printy, Michigan State University, & Helen Marks, Ohio State University
2005	Marilyn Tallerico, Syracuse University, & Jackie Blount, Iowa State University
2006	Mengli Song, University of Michigan, & Cecil Miskel, University of Michigan
2007	Audrey Addi-Raccah, Tel-Aviv University
2008	Ronald H. Heck, University of Hawai'i–Manoa
2009	Viviane M. J. Robinson, University of Auckland; Claire A. Lloyd, University of Illinois at Urbana-Champaign; & Kenneth J. Rowe, Australian Council for Educational Research
2010	Roger D. Goddard, Texas A&M University; Serena J. Salloum, University of Michigan; & Dan Berebitsky, University of Michigan
2011	Autumn K. Tooms, University of Tennessee–Knoxville; Catherine Lugg, Rutgers University; & Ira E. Bogotch, Florida Atlantic University
2012	Virginia Roach, George Washington University; L. Wes Smith, Early College High School; & James Boutin, District of Columbia Public Schools
2013	Rose M. Ylimaki, University of Arizona; David Arsen, Michigan State University; & Yongmei Ni, University of Utah
2014	Anysia Peni Mayer, University of Connecticut; Morgaen L. Donaldson, University of Connecticut; Kimberly LeChasseur, University of Connecticut; Anjalé D. Welton, University of Illinois at Urbana-Champaign; & Casey D. Cobb, University of Connecticut
2015	Gerardo R. López, Loyola University New Orleans, & Rebeca Burciaga, San José State University
2016	Terrance L. Green, University of Texas at Austin
2017	Christopher Day, University of Nottingham; Qing Gu, University of Nottingham; & Pam Sammons, University of Oxford

2018	David E. DeMatthews, University of Texas at El Paso; Roderick L. Carey, University of Delaware; Arturo Olivarez, University of Texas at El Paso; & Kevin Moussavi Saeedi, University of Texas at El Paso
2019	Melanie Bertrand, Arizona State University
2020	Carrie Sampson, Arizona State University
2021	Madeline Mavrogordato, Michigan State University, & Rachel Sue White, Old Dominion University
2022	Ann M. Ishimaru, University of Washington, & Mollie K. Galloway, Lewis & Clark

For details about UCEA Awards, see

http://www.ucea.org/opportunities/about-awards

UCEA Past Presidents

Virgil Rogers	Syracuse University	1956-58
Walter Anderson	New York University	1958-59
Truman Pierce	Auburn University	1960-62
Van Miller	University of Illinois	1962-64
Richard C. Lonsdale	New York University	1964-66
Kenneth E. McIntyre	University of Texas at Austin	1966-68
Willard R. Lane	University of Iowa	1968-70
J. Alan Thomas	University of Chicago	1970-71
Samuel Goldman	Syracuse University	1971-72
E. Wailand Bessent	University of Texas at Austin	1972-73
Donald J. Willower	Pennsylvania State University	1973-74
Loren Downey	Boston University	1974
Troy V. McKelvey	University at Buffalo, SUNY	1974-76
Peter J. Cistone	OISE/University of Toronto	1976-77
Wayne K. Hoy	Rutgers University	1977-78
Larry W. Hillman	Wayne State University	1978-79
Carl R. Ashbaugh	University of Texas at Austin	1979-80
Eugene Ratsoy	University of Alberta	1980-81
James H. Maxey	Georgia State University	1981-82
Dennis W. Spuck	University of Houston	1982-83
Michael J. Murphy	University of Utah	1983-84
Richard A. Rossmiller	University of Wisconsin	1984-85
Bryce M. Fogarty	New York University	1985
Martha M. McCarthy	Indiana University	1985-86
Richard V. Hatley	University of Missouri	1986-87
Paula M. Silver	University of Illinois	1987
John T. Greer	Georgia State University	1987-88
Robert T. Stout	Arizona State University	1988-89
Jay D. Scribner	University of Texas at Austin	1989-90
Gail T. Schneider	University of Wisconsin–Milwaukee	1990-91
Terry A. Astuto	New York University	1991-92
Pedro Reyes	University of Texas at Austin	1992-93
Paul V. Bredeson	University of Wisconsin–Madison	1993-94
Nancy A. Evers	University of Cincinnati	1994-95
Paula M. Short	University of Missouri	1995-96
Daniel L. Duke	University of Virginia	1996-97
Paula A. Cordeiro	University of Connecticut	1997-98
Diana G. Pounder	University of Utah	1998-99
Mary E. Driscoll	New York University	1999-00
María Luisa González	New Mexico State University	2000-01
Gail Furman	Washington State University	2001-02
Frances K. Kochan	Auburn University	2002-03
Margaret Grogan	University of Missouri–Columbia	2003-04
Gary Crow	University of Utah	2004-05
Michael Dantley	Miami University of Ohio	2005-06
Fenwick English	University of North Carolina at Chapel Hill	2006-07
Stephen L. Jacobson	University at Buffalo, SUNY	2007-08
James W. Koschoreck	University of Cincinnati	2008-09
Alan R. Shoho	University of Texas at San Antonio	2009-10
Autumn Tooms	University of Tennessee	2010-11
Andrea K. Rorrer	University of Utah	2011-12
Cynthia Reed	Auburn University	2012-13
Mark A. Gooden	University of Texas at Austin	2013-14
Noelle Witherspoon Arnold	The Ohio State University	2014-15
Mónica Byrne-Jiménez	Hofstra University	2015-16
April Peters-Hawkins	University of Houston	2016-17
Mariela A. Rodríguez	University of Texas at San Antonio	2017-18
Terah Venzant Chambers	Michigan State University	2018-19
Gerardo R. López	Michigan State University	2019-20
William (Bill) Black	University of South Florida	2020-21
David DeMatthews	University of Texas at Austin	2021-22

Participant Index

Subject Index

Previous UCEA Conventions

1987	Omni Charlottesville Hotel, Charlottesville, VA
1988	Omni Netherland Plaza Hotel, Cincinnati, OH
1989	Red Lion's La Posada Resort, Scottsdale, AZ
1990	Pittsburgh Hilton and Towers, Pittsburgh, PA
1991	Omni Inner Harbor, Baltimore, MD
1992	Minneapolis Marriott City Center, Minneapolis, MN
1993	Houston Doubletree at Post Park, Houston, TX
1994	Philadelphia Doubletree, Philadelphia, PA
1995	Red Lion Hotel, Salt Lake City, UT
1996	The Galt House, Louisville, KY
1997	Orlando Marriott, Orlando, FL
1998	St. Louis Marriott, St. Louis, MO
1999	Hyatt Regency, Minneapolis, MN
2000	Albuquerque Hilton, Albuquerque, NM
2001	Omni Netherland Plaza Hotel, Cincinnati, OH
2002	Hilton Pittsburgh and Towers, Pittsburgh, PA
2003	Portland Hilton and Towers, Portland, OR
2004	Kansas City Marriott, Kansas City, MO
2005	Gaylord Opryland, Nashville, TN
2006	St. Anthony Wyndham, San Antonio, TX
2007	Hilton Alexandria Mark Center Hotel, Alexandria, VA
2008	Buena Vista Palace Hotel, Orlando, FL
2009	Anaheim Marriott, Anaheim, CA
2010	Sheraton New Orleans, New Orleans, LA
2011	Westin, Pittsburgh, PA
2012	Denver City Center, Denver, CO
2013	Hyatt Regency, Indianapolis, IN
2014	Washington Hilton, Washington, DC
2015	Manchester Grand Hyatt, San Diego, CA
2016	Detroit Marriot Renaissance Center, Detroit, MI
2017	Sheraton Denver Downtown, Denver, CO
2018	Marriott Marquis Houston, Houston, TX
2019	Hilton New Orleans Riverside, New Orleans, LA
2020	Virtual
2021	Hyatt Regency Columbus, Columbus, OH
2022	Seattle Hyatt Regency, Seattle, WA

Emergency Procedures

Hotel Map: Main Level

HYATT EXHIBIT HALL

RESTROOMS

PARKING RAMP ENTRANCE

RESTROOMS

NICOLLET PROMENADE ENTRANCE

NICOLLET PROMENADE

GRANT ROOM

ALCOVE A

LORING ROOM

ALCOVE D

EXHIBIT HALL PROMENADE

A-1 A-2 A-3

B-1 B-2

NICOLLET GRAND BALLROOM

C-1 C-2

D-1 D-2 D-3

PREFUNCTION

RESTROOMS

LAKESHORE A

LAKESHORE B

LAKESHORE C

ELEVATORS

CONFERENCE ELEVATORS (FLOORS 1-6)

NICOLLET MALL

FRONT DESK

MARKET

RESTROOMS

MAIN ENTRANCE

LOBBY

RESTROOMS

PRAIRIE KITCHEN & BAR

Hotel Map: Level 2

PATIO

REGENCY ROOM

BALCONY

SKYWAY ACCESS

SKYWAY TO MINNEAPOLIS CONVENTION CENTER AND DOWNTOWN

ELEVATORS

MIRAGE

STAIRS

RESTROOMS

CONFERENCE ELEVATORS (FLOORS 1-6)

F-J CORRIDOR

SKYWAY A

SKYWAY B

MINNEHAHA

NORTHSTAR BALLROOM

NORTHSTAR B

NORTHSTAR A

ESCALATORS

ST. CROIX

GREENWAY BALLROOM

E D C B A

F G H I J

PREFUNCTION

A-E CORRIDOR

HENNEPIN

HIAWATHA

GREENWAY PROMENADE

RESTROOMS

NORTHWOODS

WALKER

TO PARKING RAMP

FED EX