

PRINCIPAL



UCEA Connections

The Monthly Educational Administration
e-Newsletter

Keeping you linked and green.

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UCEA Headquarters Update

UCEA 2012 Call For Proposals Now Available Online at

<http://www.ucea.org/storage/UCEA%20Convention%202012%20Call%20For%20Proposals.pdf>

UCEA Institutions may nominate a practicing educational administrator who has made significant contributions to the improvement of administrator preparation for the 16th Annual Educational Leadership Award. Details can be found at <http://www.ucea.org/the-excellence-in-educational/>

UCEA has launched a Legislative Action and Advocacy Blog, designed to bring you the latest information on policy and political developments throughout the state and nation. Visit <http://www.ucea.org/policyadvocacy/>

RELEVANT RESEARCH AND HEADLINES

EDUCATIONAL LEADERSHIP

Recent Reports

**** The School Principal as Leader: Guiding Schools to Better Teaching and Learning***

In a Wallace Foundation report published in January, they summarized ten years worth of research in school leadership into a culminating report on the five key actions that determine the success of a school leader. The successful principal's function includes shaping a vision for success of all students; creating a climate hospitable to education; cultivating leadership in others; improving instruction; and managing people, data, and processes to foster school improvement.

<http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Pages/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning.aspx>

**** Review of Organizing Schools to Improve Student Achievement***

This report looks at the cost/ benefit analysis of a three school wide reforms: 1) a later start to the day, 2) a K-8 configuration, and 3) increased specialization of teachers and subjects. They determined the effect size on test scores for each of these reforms and then compared them to the increase in cost. Later starts and teacher specialization have better effect sizes than a K-8 structure. The cost was determined by a combination of future earning potential and current increases in spending. They did not calculate the cost of teacher specialization, indicating that there would be a large range, depending on the nature of the specialization.

<http://nepc.colorado.edu/thinktank/review-organizing-schools>

**** Competing pressures put strain on school principals, study finds***

A recent study conducted by the Center for the Future of Teaching & Learning at WestEd, surveyed over 600 principals in California and determined that principals find it hard to make time to improve teaching because of so many competing pressures. Research indicates that the principal should be the instructional leader; however, the circumstances created by budget cuts, inexperienced principals, and less training makes it difficult for principals to function as instructional leaders.

<http://www.vcstar.com/news/2012/jan/02/competing-pressures-put-strain-on-school-study/>

**** Mixed Results Seen for Charter Networks***

In a study of 40 nonprofit CMOs, with 292 public charter schools in 14 states, the results show great variation in success. While some schools had great gains in on time graduation rates compared to their public counterparts, others were stagnant or showed a deficit.

<http://www.edweek.org/ew/articles/2012/01/18/17charter.h31.html?tkn=RVBFCU1xqavhrFIZ71qqzw9nv31UfH3KmE0n&mp=clp-ecseclips>

* ***On Policy, Student Achievement, States Pressing to Measure Up***

A new report called *Quality Counts* ranks state education systems on several measures of policy and performance that compose the framework for the report's State of the States analysis. Education Week summarizes the results and provides links to the full report.

<http://www.edweek.org/ew/articles/2012/01/12/16sos.h31.html?tkn=SUBFA8IUg8xGxukVxLkb9r7HW3ZppBIn020l&cmp=clp-ecseclips>

Recent Headlines

* ***States should make better use of academic data, study says***

Despite the push in every state to create extensive, accessible databases, schools are not using that data in an effective manner. This oversight may be the result of a lack of knowledge in how to use the data or a fear of how the data will be used. Either way, there needs to be some sort of plan for effectively using the data in each state.

http://www.washingtonpost.com/local/education/states-should-make-better-use-of-academic-data-study-says/2012/01/17/gIQA6cs6P_story.html

* ***A Bronx Science Experiment***

A leading public high school in New York City, the Bronx High School of Science, has experienced a cultural shift under the leadership of Valerie Reidy, the principal for the past 10 years. She has pushed her teachers to adopt more uniform, data-driven teaching methods with a focus on guided discovery. There has been an increased focus on testing and entrance into more competitive colleges and universities. While these methods have made some gains, they have also alienated teachers and students, leading to protesting outside the school and filing grievances with the union. Many teachers have left the school or retired early.

<http://nymag.com/news/features/bronx-high-school-of-science-2011-12/>

Also of note

* ***School Budget Hold'em***

A new resource from Education Research Strategies (ERS) allows users to have an interactive experience while exploring the trade-offs school administrators have to make while balancing their school budget. It has warning message to provide information about ideas not supported by research and allows the user to make both investments and savings

http://holdem.erstools.org/card-game/how_to_play.html

FEDERAL POLICY

NCLB- 10 years later

*** *NCLB: Perspectives on the Law***

Key figures in the world of k-12 schools offer up their perspective on the successes and failures of NCLB as well as several key takeaways from the last 10 years of NCLB.

http://www.edweek.org/ew/articles/2012/01/05/15nclb_perspectives.h31.html?tkn=XLTFjLB9deqCd53KQJhZBIIaXX2wAJ2bZ816&cmp=clp-edweek#hammond

*** *House ESEA Draft Would Rein in Federal Accountability Rules***

In two draft bills released by the US House of Representatives, the role of the federal government is significantly scaled back. This plan represents the Republican point of view and does share some similarities with the Senate plan and President Obama's plan to restructure the federal role in education.

<http://www.edweek.org/ew/articles/2012/01/06/15esea.h31.html?tkn=STBF4wyuQaVctG0mijtl21hnbgr%2B0bUCoKb&cmp=clp-ecseclips>

Race to the Top

*** *Duncan: It's Time to Create Race to Top for Districts***

U.S. Secretary of Education Arne Duncan announced that in the next phase of Race to the Top federal money will be given to districts. The requirements for districts have not been laid out but ideas mirror the top policy issues such as STEM education and early childhood education.

http://blogs.edweek.org/edweek/campaign-k-12/2012/01/flush_with_500_million_in.html

*** *Reports Detail Race to Top Winners' Challenges***

A detailed Year 1 Annual Performance Report was disclosed chronicling the strengths and weaknesses of each state's implementation of the ideas and plans outlined in their proposals. All 12 states are struggling with moving forward and finding the human resources necessary to make changes in their state.

Article:

http://www.edweek.org/ew/articles/2012/01/18/17rtt_ep.h31.html?tkn=NZBF42IG4IMIJTALrCyUIQDTdywF0nNRakRg&cmp=clp-ecseclips

Report:

<http://www2.ed.gov/programs/racetothetop/performance.html>

STATE POLICY

**** 12 for 2012***

The nonpartisan research group Education Commission of the States released a list of the twelve policy issues that they think will guide the educational policy debate in the upcoming year. Visit their website to download the report.

<http://www.ecs.org/>

**** Lawsuits Say States Fail to Meet K-12 Funding Duties***

A number of states, including Texas, have entered into legal battles with their state legislators in response to what they feel are insufficient efforts to support schools financially. The central legal argument is that it is unconstitutional to not provide enough funding for districts to educate all of their students. According to the school districts, the schools with higher levels of disadvantaged students are the schools most in need of more money from the state budget and are currently not receiving the necessary funds to be successful.

http://www.edweek.org/ew/articles/2012/01/18/17finance_ep.h31.html?tkn=TSCCKiS4YSngm9YCVpvl%2FDpam%2Bv2%2FAKQLIF&cmp=clp-sb-ascd

**** State Legislatures Back, With Last Year's Battles Still in Mind***

In 2011, educational policy was at the forefront of the political debate in most states. In some cases, hasty decisions were made to expand school choice, link teacher pay to test scores, and reduce the role of unions. Many of the decisions were made without the research and evidence to support them. Since 2012 is an election year, there is some speculation that decision-making will be more deliberate and less controversial.

http://www.edweek.org/ew/articles/2012/01/11/15legislatures_ep.h31.html

Connecticut

**** Superintendents Push Dramatic Changes for Conn. Schools***

A 16 person panel of Connecticut state superintendents, assistant superintendents, and university professors have submitted a proposal with 134 recommendations that would essentially overhaul the current education system and make it more learner centered. This group emerged from a conversation among the majority of state superintendents at a policy conference in which they determined that schools were not equipped to teach all students without some significant changes.

<http://www.edweek.org/ew/articles/2012/01/04/15conn.h31.html?tkn=YRBFrNDJltpnud38QVUR1tMvVGY6d3apuob&cmp=clp-ecseclips>

New Jersey

**** Christie signs Urban Hope Act allowing nonprofit-run schools in Camden, Newark and Trenton***

The governor of New Jersey has recently passed legislation that will allow for non-profits with experience in school reform to create four renaissance schools in each of the districts deemed low performing. These districts are located in the major cities of Camden, Newark, and Trenton in low-income areas where the schools have been failing for a long time. This expansion of school choice is meant to provide new opportunity for the students.

<http://www.newjerseynewsroom.com/state/christie-signs-urban-hope-act-allowing-nonprofit-run-schools-in-camden-newark-and-trenton>

RELEVANT RESEARCH AND HEADLINES cont.

HIGHER EDUCATION

Happy New Year! Hopefully you are getting comfortably settled in for the Spring semester and are probably asking yourself, “what’s been happening in higher education?” Well, we got you covered. Take a minute to glaze over these latest “goings on” and see if there anything piques your interest. Here’s a morsel to get you started; this article presents a collaborative effort of higher education administrator and teacher’s unions who form an 18 member group called the “federal rule making panel.” The topic on hand, how to ensure that teacher education programs offered in higher education are in fact producing quality teachers for K-12,

<http://www.insidehighered.com/news/2012/01/23/rule-making-teacher-preparation-programs-questions-us-authority>

And without further delay we, “release the Kraken!” Enjoy.

Standing up for teaching. Mitch Smith

<http://www.insidehighered.com/news/2012/01/23/johns-hopkins-aims-reform-early-science-classes>

With a national push for students to enter Science, Technology, Engineering, or Math (STEM) careers there is, obviously, a need for teachers who can effectively impart this knowledge. This need prompts a closer look at college professors and as the article states, how much they are really “professing.” To tenure or teach, that is the question. This on-going debate is coupled with the questionable effectiveness of “weeding-out” courses as the pulls from practices used at Johns Hopkins and Harvard, to present the case for engaging students and decreasing attrition.

Performance Anxiety. Kevin Kiley

<http://www.insidehighered.com/news/2011/12/16/indiana-revamps-performance-funding-focusing-first-year-completion>

We are all familiar with President Obama’s 2020 goal to lead the world in post-secondary degree completion and Lumina’s Big goal of 2025 and Lumina’s Big goal to increase the proportion of American’s with degrees or certificates to 60% by 2025—and Indiana may be leading the way on how this is to be done. Introducing the newly revised Indiana Commission on Higher Education’s newest funding formula that is incentive based. (note: There are currently 20 states with performance based funding packages.). Incentive based funding would provide monies, not just for graduation but, for credits attained on the way to graduation (e.g. colleges get paid for students who acquire 15 credits, 30 credits, 45, etc.). Funding is also given for graduates who are minorities, STEM degrees, remediated, and on-time. One rub is that the formula credits real numbers and not percentages leading to the argument that quantity is rewarded (like at a 2 year) and not quality (like at a 4-year research with higher selectivity).

RELEVANT RESEARCH AND HEADLINES cont.

Free courses, elite colleges. Steven Kolowich

<http://www.insidehighered.com/news/2012/01/27/company-unveils-line-free-online-courses-elite-college-faculty>

Udemy. Udacity. Are these words familiar to you? Well as the digital divide decreases the electronic/internet age of communication is reluctantly embraced and the paradigm of higher education continues to shift, they may become more commonplace. Udemy is a newly created online service offering free courses from selective schools such as Stanford, Colgate, Duke, and the University of Virginia. Udacity is a recently launched service (the brainchild of Stanford students) also providing free courses to online participants. Professors are hunkering down and recording online tutorials and it is a matter of time until we see how this “free” education takes off.

Top of the mountain. Paul Fein

<http://www.insidehighered.com/news/2011/12/21/community-college-enrollment-growth-ends>

A recent report shows that community college enrollment declined since the fall of 2010. The question of “why” could be tricky to answer and dependent on the State. The article discusses the community college outlook in California where students were recently turned away due to an inability to provide enough sections; the result of decreased state funding. The economy does not appear to be on the brink of an upswing and unemployment, usually the main ingredient for an uptick in college enrollment, looks to be consistent at least. What will be future hold for enrollment and funding for 2-year colleges (especially in light of initiatives such as the Lumina Big Goal for 2025)?

Letting go of lectures. Paul Fein

<http://www.insidehighered.com/news/2011/12/23/montgomery-college-follows-remedial-math-revolution>

Take a moment to consider all of the seniors about to enter their first year of college in the Fall. They still have to complete their senior year of high school but some if not many, have already checked out; they are preparing to enter college. Now consider the percentage of them who do not have the skills for college, those who will need remediation. This 60% of community college students is the focal point of this article that shines a light on an “emporium” classroom style of teaching math. What is an emporium style? Imagine a room full students dutifully using computers to work on math, with a cadre of professors working the room offering help where needed. Not lecture style for sure. Yes, there is a lot of front-end money involved (software, hardware, multiple teachers) however teachers and students in this article claim the emporium’s self-paced format is effective.

RELEVANT RESEARCH AND HEADLINES cont.

A disrupted higher-ed system. Jeff Selingo

<http://chronicle.com/blogs/next/2012/01/26/a-disrupted-higher-ed-system/>

Speaking of the rising cost of higher education, the emporium paradigm of teaching—the oft-labeled “broken” model of higher education—this article touches on disruptive innovation and cost disease. The traditional lecture style of college instruction is like a security blanket for many of the parents paying for school and students attending, it may not be the most effective blanket but it sure is comfortable. Add the tuition and services fees along with the high selectivity of the university and you have the scenario at many elite colleges that will not change anytime soon. Efficient, no; expensive, yes (read cost disease or human capital and market signaling). How can the higher education paradigm become more customer centered? This article does not offer the solution but does provide example of innovative course delivery along with a warning to traditional colleges—cornering the market on students will last as long as it takes to redefine accreditation.

‘Adrift’ in adulthood: Students who struggled in college find life harsher after graduation. Dan Berrett

<http://chronicle.com/article/Adrift-in-Adulthood-/130444/>

This article shares the follow-up data of the students studied in the acclaimed book, *Academically Adrift*, by Richard Arum & Josipa Roksa. Listed on the Social Science Research Council’s (SSRC) website, this report was found to be so startling that the authors did not want to hold the data until publication of the next book. Using approximately 60% of the original sample size, the authors’ follow-up interviews revealed that while 86% of the students graduated in 4 years, the majority of them were, for various reasons, underprepared for employment.

Helping women worldwide. Jane McAuliffe

<http://chronicle.com/blogs/worldwise/helping-women-worldwide/28960>

The article make a salient if not startlingly over-looked posit, although women make up the majority of undergraduates in higher education, world-wide, they are also the majority of people living in poverty. More salient to the collaborative effort between the U.S. State Department and top women’s colleges, they are underrepresented in government. The author feels that this partnership could provide an essential step in creating a worldwide change as it concerns government and women leadership.

RELEVANT RESEARCH AND HEADLINES cont.

Despite budget problems, states continue working on college readiness. Emma Roller
<http://chronicle.com/article/Despite-Budget-Problems/130442/>

To help better prepare their students for college 45 states including the District of Columbia, have signed on to implement the Common Core State Standards (CCSS). CCSS presents voluntary teaching criteria aimed at improving students' college readiness through improved verbal and math skills. The deputy superintendents of the 45 participating states were surveyed and most of the respondents noted 2014/15 as the target year to implement these standards. Only slightly higher than 50% of the respondents planned to align the standards with undergraduate admission requirements. The full report can be found in the article.

Kill peer review or reform it? Scott Jaschik
<http://www.insidehighered.com/news/2012/01/06/humanities-scholars-consider-role-peer-review>

Publication is a vital component to the scholarship and tenure of faculty in higher education. This is something that every professor trying to get an article published in a peer-reviewed journal knows. But do they know about Kairos--
<http://www.technorhetoric.net/redesign/board.html> --the online journal of rhetoric, technology and pedagogy? It is relevant as a possible bellwether paradigm for journal submissions. Critically, the traditional, blind peer-review process is accused here of being corrupt as well as protracted. Stymieing the efforts of scholars while offering little in the way of constructive feedback beyond the perfunctory, revise and submit. Of course this may also mean the weight of tenure may have to shift, but first things first. The static, stoic, and stodgy peer-review journal system is no longer the only party in town, online organizations appear to be hosting bigger parties with shorter lines—that means more beer for everybody.

New MLA president pledges to improve conditions on the non-tenure track. Stacey Patton
<http://chronicle.com/article/New-MLA-President-Pledges-to/130471/>

The last article discusses the future of publishing for tenure track faculty and this article addresses the valuable faction of non-tenure faculty. More importantly, Mr. Michael Bérubé (the new president of MLA) wants to know—from you faculty members—what he (and MLA) can do for you. Mr. Bérubé appears to have an ambitious agenda for MLA and their advocacy role in higher education, specifically for non-tenure track faculty, however his storied academic outbursts and confrontations seem to take front stage (there appears to have been quite the academic tête-à-tête with David Horowitz). Besides wanting to have accrediting agencies “care about” non-tenure track faculty, Mr. Bérubé also wants MLA to positively impact the rising student debt and time to degree.

RELEVANT RESEARCH AND HEADLINES cont.

GRANTS AND FUNDING

Job:

Employment opportunities at PEN: Director of Research and Impact

http://publiceducation.org/employment-20110811_Director_RI.asp

Grant:

Office of Elementary and Secondary Education (OESE): College Assistance Migrant Program (CAMP) CFDA Number 84.149A

<http://www.grants.gov/search/search.do;jsessionid=1S8STnsJ02VLbCQ1z7rLF9T2P3sKkB1L1Bh9MTQQd3jyTwrnl4YK!-62778654?oppld=130213&mode=VIEW>