

New Online Teacher Leadership Program Set to Open in 2011

Through the diligent efforts of the cross-department Teacher Leadership Committee, **Nona Prestine**, and Associate Dean **Jackie Edmondson**, the M.Ed. in Teacher Leadership program offered via World Campus will begin accepting applications in January 2011. The first courses will be offered in summer 2011 and fall 2011. The program boasts several substantive changes.



Nona Prestine

First, three new courses have been added to the program. These include EDLDR 801 Introduction to Teacher Leadership, EDLDR 802 How Schools Work, and EDLDR 894 Capstone Inquiry Course. In addition, two other courses from the Educational Leadership program have been added—EDLDR 540 Leading Data Use in Schools and EDLDR 559 School Improvement.

Joining these five new courses will be EDLDR 551 Curriculum Design, EDLDR 560 Principles of Instructional Supervision, EDLDR 563 Designing Staff Development Programs, CI 501 Teacher Inquiry, and a choice of either EDPSY 421 or ADTED 498 Teaching Adults Responsibly. Each of these courses will be updated and revised as appropriate.

A second important change concerns the faculty composition. The program has secured the services of Patricia Best (recently retired superintendent of State College Area School District) to teach the EDLDR 802 How Schools Work course and Pamela Francis (currently supervisor for planning, program development and evaluation in State College Area School District) to teach the EDLDR 801 Introduction to Teacher Leadership course. Both Drs. Best and Francis were responsible for developing their respective courses and will teach the courses in 2011.

World Campus will officially begin recruiting for applicants and advertising the program in early 2011. We urge all alumni to spread the word about the new online M.Ed. in Teacher Leadership program especially among your own faculty. More information is available by contacting Nona Prestine (e-mail prestine@psu.edu).

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Message from **BILL HARTMAN**

The course will be an excellent vehicle to engage school administrators and their board members, and even local union leadership, to work together to understanding the radically changing environment in school finance and to plan how to operate successfully under increasing fiscal pressures.

It's been a year, for all of us, of keeping a wary eye on the fiscal situation. The impact of tight money, combined with rising expectations in the field of education, has certainly made our jobs more challenging, as we seek ways to cut back while maintaining high standards of professionalism. You have seen it in your districts, and we have felt it at the university level. I think our priorities are the same: to deal with the new fiscal reality in ways that are constructive, creative, and forward-looking.



William Hartman

In this regard, instead of taking my scheduled sabbatical, I am staying here, teaching a new course in *The New Fiscal Reality: School Leadership and Student Performance* and doing research in the radically changing financial conditions in which school districts are and will be operating for the future. This course is offered through Penn State Outreach and carries Act 45 credit; it begins in October 2010 and

meets online so that travel to campus will not be necessary. You can learn more at the Penn State Continuing Education Web site, www.outreach.psu.edu/ce/. The course will be an excellent vehicle to engage school administrators and their board members, and even local union leadership, to work together to understanding the radically changing environment in school finance and to plan how to operate successfully under increasing fiscal pressures. To encourage school district teams, Continuing Education will offer reduced group rates for district teams.

Beginning this fall, the job of professor-in-charge goes to **Preston Green**, who has been a good colleague in the effort of building a strong EDLDR program. My best wishes to Preston as he takes on this new role.

As always, what really sets our program apart is the support, encouragement, and helpful interaction of our alumni. You are the key players, our most important reference group. Having you as a resource, and quite often an inspiration, has made my tenure as professor-in-charge very rewarding.

► www.outreach.psu.edu/ce/

Bill Hartman

PDE Certification Program Approval and NCATE Accreditation in Progress

The Educational Leadership program is currently undergoing an approval review of its Principal and Superintendent's Letter of Eligibility certification programs for the Pennsylvania Department of Education (PDE) and an accreditation review of both certification programs for the National Council for Accreditation of Teacher Education (NCATE). Required materials for both program reviews have been submitted for consideration to PDE and NCATE.

There will be some significant changes for both certification programs especially as the result of changes that PDE has instituted in its requirements for preparation programs. The area most impacted will be the internship. PDE now requires that internships for both principal and superintendent certification be 360-hour experiences that cover a full school year. As well, there have been course changes for both certification programs. The Principal Certification program now includes the course EDLDR 559 School Improvement. The Letter of Eligibility program adds EDLDR 533 The Politics of Local School Districts and EDLDR 549 District Improvement and

Systemic Change. Both certification programs still require a total of 10 courses including the internship. All the courses offered in each of the certification programs meet specific Pennsylvania Inspired Leadership (PIL) Standards as well as the standards set by Educational Leadership Constituents Consortium (ELCC). The ELCC Standards are a revised and updated form of the former ISLLC Standards. These standards can be accessed at www.npbea.org/ncate.php

► www.npbea.org/ncate.php



The Standard of Excellence
in Teacher Preparation

Recapping the American Indian Leadership Program's 40th Anniversary



Susan Faircloth

The American Indian Leadership Program (AILP), directed by **John Tippeconnic**, celebrated its 40th anniversary during the 2009–2010 academic year. Tippeconnic and **Susan Faircloth** worked together with a committee to plan activities aimed at celebrating and increasing awareness of the achievements of the AILP and its graduates. Planning committee members included **Gerry LeTendre**, **Gerald Gipp**, **Brent Hurley** (alumni affairs), and gradu-

ate students **Heather Rozler**, **Jane Harstad**, and **Hollie Mackey**. On-campus speakers included **Susan Rae Banks** (Washington State University), **Grayson Noley** (University of Oklahoma), **Tarajeen Yazzie-Mintz** (Indiana University), **Linda Sue Warner** (president, Haskell Indian Nations University), **Sandy Grande** (Connecticut College) and **Debbie Reese** (University of Illinois at Urbana-Champaign). Additional activities included an art exhibit, an American Indian literature resource table, an alumni reception at the National Indian Education Association's annual convention in Milwaukee, City Lights presentation at the National Museum of the American Indian in New York City, and presentations at the annual meetings of the University Council for Educational Administration and the American Educational Research Association.

Thank you to all of our sponsors for making this year such a success. Sponsors include the College of Education, the Alumni Association, Equal Opportunity Planning Committee, College of Education's Diversity and Community Enhancement Committee, the University Libraries Diversity Committee, and the World Campus Children's Literature program.

As we commemorated the program's 40th anniversary, we also welcomed the arrival of a new cohort of AILP students in the fall of 2009. The cohort will graduate during the 2010–2011 academic year.

Tippeconnic and Faircloth also collaborated to write and publish a report on the graduation/dropout crisis among American Indian and Alaska Native students. This report was published by the UCLA Civil Rights Project/Proyecto Derechos Civiles.

2010 marked the graduation of two members of the AILP. **Hollie Mackey** earned her doctoral degree in Educational Leadership at the end of the spring 2010 semester and has assumed a faculty position at the University of Oklahoma. **Heather Rozler** earned her master's degree and will pursue doctoral studies at Penn State. On a personal note, Faircloth and her husband, Lee, welcomed the arrival of their infant daughter, Journey Celeste, on January 16.

And we regretfully announce the departure of Tippeconnic, who has assumed a faculty position and endowed chair of the American Indian Studies program at Arizona State University. We wish him well in his future endeavors. He is a shining example for all current and future members of the American Indian Leadership Program.

CELEBRATING **40** YEARS OF LEADERSHIP IN
AMERICAN INDIAN EDUCATION
1970–2010





Roger Shouse

Shouse has served as an insightful, dedicated, and effective mentor for his advisees.

Roger Shouse Receives 2010 Mentorship Award

In 2008, the Education Policy Studies Student Association (EPSSA) created the Bill Boyd Mentorship Award as a way of recognizing the outstanding mentorship of Education Policy Studies faculty members. In the inaugural year of the award, EPSSA hosted a ceremony to honor Boyd as a dedicated scholar and teacher who treated his students as equals and generously shared his time and knowledge. The award continues to honor faculty members who demonstrate the same generosity and kindness toward their students as Boyd. Last year's recipient was Paul Begley.

This year's Bill Boyd Mentorship Award recipient was **Roger Shouse**. Shouse has served as an insightful, dedicated, and effective mentor for his advisees. He has an outstanding record of working with international and American students to help them understand the higher education process from initial course selection through completion of their dissertations. Students greatly respect his high expectations for student work coupled with his positive encouragement and easy rapport. Students and colleagues honored Shouse at a ceremony this past spring.

Pennsylvania School Study Council

The work of the Pennsylvania School Study Council (PSSC) during 2009–2010 can be summarized through two primary efforts. The staff spent a significant amount of time trying to curb a trend of declining membership while restructuring services to attract new members over a period of years. These challenges have been addressed; however, the desired membership gains and program direction remain as ongoing goals as PSSC moves into another year of connecting the University with member organizations.

During the past year, PSSC continued to publish *Beacon* and *Perspectives*. In addition, publications such as the *Education Law Report* and *Catalyst for Change* were circulated to members. A new initiative to connect individuals from member organizations and Penn State was the PSSC blog; it can be accessed through the study council's Web site (www.ed.psu.edu/educ/pssc/).

Three programs were developed and offered to members during the past year:

- The Academic and Athletics workshop was held in the fall.
- A Reading and Learning workshop was developed and offered at three locations in Pennsylvania in the spring.
- The PSSC awards recognizing individual achievement in instruction, supervision, and activities supporting public education were presented during the Kickoff banquet at the Fall Leadership Conference of the Pennsylvania School Boards Association in Hershey.

► www.ed.psu.edu/educ/pssc/

Ethics Center and Conference

*“Exploring the Meta-Values of Authentic Leadership:
Moral Literacy in Action”*



One hundred and twenty scholars, students, and distinguished guests were on Penn State's campus in October 2009 for the 14th Annual Values and Leadership Conference at the Nittany Lion Inn. The conference, “Exploring the Meta-Values of Authentic Leadership: Moral Literacy in Action,” drew participants from across the United States and from around the world, including representation from Canada, Australia, Sweden, Finland, and Israel.

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Penn State Public Information/Adler

A trademark of the annual conference is the highlighting of this partnership between the academic work of ethicists and the practical application of these theories and techniques in our schools.

Keynote addresses were delivered by world-renowned scholars in the fields of authentic leadership, ethics, and decision-making. Such acclaimed academics as **Robert “Jerry” Starratt** of Boston University, **Christopher Branson** of Australian Catholic University, **Victor Worsfold** of the University of Texas, and **Paul Begley** of Nippising University delivered papers on the future of leadership practices and why ethics matter. **Michelle Young**, executive director of the University Council of Educational Administration, presented findings on school leadership retention rates and the trends of university educational leadership preparation programs.

A standing-room-only crowd was on hand to hear **Winona LaDuke** of the Honor the Earth Foundation deliver the opening-of-conference keynote address. LaDuke’s presentation was given in conjunction with and recognition of the 40th anniversary celebration of the American Indian Leadership Program (AILP) at Penn State. AILP, one of the oldest and most successful programs of its kind, has celebrated its forty years of successful preparation of educational leaders who serve at the local, state, tribal, and national levels in schools, colleges and universities, and educational organizations. Beyond the sponsorship of LaDuke’s keynote address, AILP students presented a panel session addressing issues of ethics and values in indigenous communities.

Over 70 concurrent papers were delivered by graduate students, university faculty members, and practitioners from the nation’s centers for the study of leadership and ethics. A trademark of the annual conference is the highlighting of this partnership between the academic work of ethicists and the practical application of these theories and techniques in our schools. Two separate groups comprised of practitioners and scholars alike delivered preconference work sessions on Moral Literacy at work—one group from Louisiana Tech, the other from St. Keiren’s in Australia. In both groups, the moral literacy efforts at work were clearly making an impact on students, faculty, and parents involved with the projects. Seeing how these theories played out practically was a conference high spot for many.

Each year, conference attendees nominate one person to receive The Willower Center Award of Excellence, established to recognize the work of an outstanding scholar attending the conference. The Center’s board of trustees presented the 2009 award to Charles Burford of Australian Catholic University. A student of Donald Willower, a Penn State graduate, and a tireless researcher in the world of ethical leadership, Burford exemplifies the core criterion for receipt of this award—a scholar who, in the informed opinion of board of trustees, has made an exceptional contribution to theory development and/or research on valuation processes and ethical leadership practices. Burford’s wife, Diane, and scholars and administrators from his university were in attendance to see his tearful acceptance of the honor.

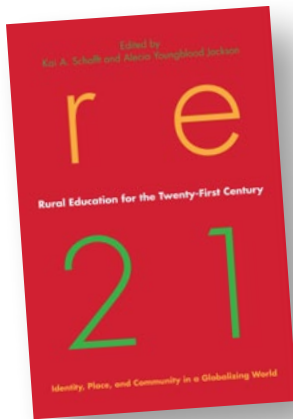
The conference, sponsored by the Willower Center for the Study of Leadership and Ethics and co-sponsored by the Rock Ethics Institute, was concluded by Penn State’s own **Nancy Tuana**, professor of philosophy and director of the Rock Ethics Institute, who gave the closing remarks of the conference, summing the weekend’s events and setting the tone for the work to be done in the coming year.

The 2010 conference, held in September at Umea University in Sweden, continued the conversations begun last year: Sustainable leadership inspired by wisdom, based on authenticity, and driven by action.

For copies of the PowerPoint presentations from last year’s conference and information on upcoming Ethics Center events, please see our Web site at www.ed.psu.edu/UCEACSLE/Conference09/index.htm

► www.ed.psu.edu/UCEACSLE/Conference09/index.htm

NEW BOOK: *Rural Education for the Twenty-First Century*



Kai A. Schafft, associate professor in the EDLDR program and director of the Penn State Center on Rural Education and Communities, has co-edited a book with **Alecia Youngblood Jackson**, of Appalachian State University, titled *Rural Education for the Twenty-First Century: Identity, Place, and Community in a Globalizing World*. Published by Penn State Press (July 2010), the 328-page book explores the problems and possibilities for

the futures of rural schools and communities in the context of changing rural societies.

Faculty members of Penn State's College of Education authored or co-authored five of the book's 13 chapters. **Jacqueline Edmondson**, associate dean for undergraduate and graduate studies, and **Thomas Butler** '91 Sec Ed, '08 Ph.D., superintendent of the Ridgway (Pa.) School District, co-authored "Teaching School in Rural America: Toward an Educated Hope." **Susan C. Faircloth**, associate professor of education and director of Penn

State's Center for the Study of Leadership in American Indian Education, and **John Tippeconnic III**, former EDLDR faculty member, co-wrote "Tribally Controlled Colleges and Universities: Global Influence and Local Design." Schafft authored and/or co-authored three additional chapters.

The volume has already received some very complimentary advance press. Theodore Coladarci, director of institutional research at the University of Maine, stated,

"Rural Education for the Twenty-First Century is must reading for any serious student of rural education. Co-editors Schafft and Jackson have brought together some of the preeminent scholars on rural education, and the result doubtless will be embraced as a significant, and long-lasting, contribution to the essential literature in this discipline."

See the Web site for *Rural Education for the Twenty-First Century* at www.psupress.org/books/titles/978-0-271-03682-3.html. The book is dedicated to the memory of **Bill Boyd**, who was the driving force behind the creation of the Rural Center.

► www.psupress.org/books/titles/978-0-271-03682-3.html



Law and Education Institute

On June 20–26, the third annual Penn State Law and Education Institute took place at Katz Building, the University Park home of the Dickinson School of Law. More than 40 administrators, teachers, and attorneys attended this year's Institute.

This year, the Institute program provided a track specifically geared for teachers, psychologists, and paraprofessionals. The Institute fills an important need, because nearly 85% of teachers receive no training whatsoever in education law. "By providing opportunities for teachers to learn about educational law," said **Preston Green**, the creator of the Institute, "the Institute will empower teachers to protect their rights and the rights of students."

Two EDLDR Faculty Receive Tenure and Promotion



Preston Green

Preston Green was promoted to the rank of full professor in the Department of Education Policy Studies. Dr. Green has a joint faculty appointment with the Penn State Dickinson School of Law. He holds an Ed.D. in educational administration from Teachers College, Columbia University and a J.D. from the Columbia University School of Law. Green's research has focused on legal issues surrounding charter schools and the impact of the

law on minority and disadvantaged students' ability to obtain a quality education. He has written three books and nearly 50 articles and book chapters pertaining to educational law. He is also a member of the Pennsylvania State Charter School Appeal Board, which hears appeals on school board decisions to deny charter applications or revoke charters. Before coming to Penn State, Green was a member of the faculty of the College of Education at the University of Massachusetts-Amherst.



Kai Schafft

Kai Schafft was granted tenure and promoted to the rank of associate professor. He is the director of Penn State's Center on Rural Education and Communities. He received a Ph.D. from Cornell University in Development Sociology. Trained as a rural sociologist, his major areas of research include the interrelationship between rural poverty and student transiency, contexts for rural youth development, farm-to-school program implementa-

tion, and rural health outcomes. Schafft also serves as the editor of the Journal of Research in Rural Education. His other work has examined participatory community development, political mobilization and social exclusion within Hungarian Gypsy (Roma) communities, and population redistribution in post-socialist Hungary.

Our congratulations
to the following

EDUCATIONAL LEADERSHIP GRADUATES!

SUMMER 2009

Daniel M. Berger, M.Ed.

Victoria M. Winslow, M.Ed.

Bret D. Monsell, M.Ed.

Rhonda A. Brunner, D.Ed.

Craig B. Butler, D.Ed.

Je Ik Cho, D.Ed.

Randall A. Grove, D.Ed.

Yi-Ching Chiang, Ph.D.

Dipali Puri, Ph.D.

Sharon Salter, Ph.D.

FALL 2009

Ranelle Natoni-Mooney, M.Ed.

SPRING 2010

Beth S. Lawrence, M.Ed.

Heather D. Rozler, M.Ed.

Andrew M. Shaw, M.Ed.

Hollie J. Mackey, Ph.D.

Barbara J. Miller, Ph.D.

Heather Sambolin, Ph.D.

A New Approach for the Principal Certification Program

The Educational Leadership program is collaborating with Penn State Altoona Continuing Education & Training to provide educators access to coursework toward earning their principal certification locally. The 30-credit certification program is designed to meet the needs of current educators who aspire to become building administrators. All courses will be taught by faculty from the College of Education.

The program consists of an ongoing cycle of nine courses (27 credits) plus a field-based internship experience that covers two semesters. The courses are scheduled during the summer months, evenings, and weekends to coincide with the lighter demands of teacher workloads. The schedule of course offerings generally has one course per semester and two to

three in the summer. Through continuous enrollment, a student may complete the program in two years (six semesters). The general schedule of courses is shown in the following table.

Courses are offered in a variety of formats, including a blended mix of online and face-to-face sessions, videoconferencing, and Webinar presentations with chat capability. Each course will be taught each year, so a student may begin the program at any time in the cycle. Students may elect to take additional or fewer courses each semester based on course availability and individual needs.

For further information, contact **Anna Rose Eckenrode**, Penn State Altoona Continuing Education & Training (are125@psu.edu) or **Becky Contestabile**, EDLDR administrative support assistant (rqc2@psu.edu).

PRINCIPAL CERTIFICATION COURSES and SCHEDULE	SEMESTER	COURSE	TITLE
	SUMMER—Year 1	EDLDR 540	Leading Data Usage in Schools
		EDLDR 559	Law Institute (may substitute for EDLDR 576) School Improvement
	FALL—Year 1	EDLDR 480	Introduction to EDLDR
	SPRING—Year 1	EDLDR 576	Law and Education
	SUMMER—Year 2	EDLDR 551	Curriculum Design: Theory & Practice
		EDLDR 568	Principalship
		EDLDR 560	Principles of Instructional Supervision
	FALL—Year 2	EDLDR 579	Financial Management of Schools
	SPRING—Year 2	EDLDR 530	Leadership for Inclusive Education
		EDLDR 595	Internship

New Faculty Member Joins EDLDR Program



Erica Frankenberg

After an extensive search for a new faculty member in the Politics and Policy area, **Erica Frankenberg** was selected and has joined the program this fall. She is a graduate of the Harvard School of Education with a Ph.D. She most recently was working with the UCLA Civil Rights Project, where she obtained extensive policy-related experience in racial desegregation, including a citation of her work in the Grutter Supreme Court decision. She has an exceptionally strong record of scholarship and publication with an edited book, numerous chapters, and journal and legal articles. The search committee was chaired by Susan Faircloth.

A second faculty search in the area of Program Evaluation was also carried out this past year, chaired by Kai Schafft. An offer was made to **Ed Fuller**, who has accepted and will join the program in fall 2011. He is currently the director of evaluation at the Charles A. Dana Center at the University of Texas, Austin. More on Ed in next year's newsletter.

EDLDR Affiliate Program Group

The EDLDR program has a valued Affiliate Program Group, or APG. According to university policy, an APG is a formal or informal group of alumni and friends of Penn State who share a common interest in a particular academic department or extracurricular activity. It is a separate suborganization of the Penn State Alumni Association and the college or campus alumni constituent society program. The current members are:

Dr. Jacob Easley II, President
Dr. Christine Bunce
Dr. Rebecca Erb
Dr. Vito Forlenza
Dr. Keith Rose
Dr. Hector Sambolin
Mr. Kurt Smith
Dr. Mario Torres

The group is engaged in several activities, including working with the College of Education's Alumni Relations office to construct a Web-based medium for communicating with members and the EDLDR program community. An additional activity is to develop an alumni survey to gather information about our alumni's thoughts on the program, suggestions about program activities, and other feedback for the faculty.



Penn State Public Information/Grieco

To join the group or for more information, contact **Phil Hoy** at the College of Education Alumni Relations office: **814-863-2216** or **phoy@psu.edu**

This publication is available in alternative media upon request.

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