

To promote social justice teaching, research, service, and policymaking agendas, with the corollary aim of seeking to proactively improve educational leadership as a means of addressing equity concerns for underrepresented populations throughout P-20 education; also to share innovative, promising, and research-based programs, policies, and teaching strategies and proactively advocate on behalf of underrepresented populations in educational leadership.

INSIDE THIS
ISSUE:

An Urgent Appeal 2

LSJ @ UCEA 2011 6

Graduate Student
Corner 8

Let's Give 'Em
Props 10

LSJ Award
Criteria 11

THE SOCIAL JUSTICE LEADER

ISSUE III

FALL 2011

A Message From The Chair...



Gaetane Jean-Marie
University of Oklahoma
gjeanmarie@ou.edu

Greetings LSJ Members! I hope you are having a great semester! I can't believe how fast the semester is moving and before we know it, the holidays will be upon us. In that spirit, I want to thank you for your continued commitment to LSJ. Specifically, your willingness to serve on committees, participate in the work groups at AERA, and meet with Graduate students during the brown bag lunch series at UCEA are ways you continue to help advance LSJ's mission. Also, I want to thank Gretchen Generett and Jim Henderson at the UCEA Center for Educational Leadership and Social Justice, and Michelle Young and Rhonda Douthit at UCEA Headquarters for posting the brown bag lunch series on their websites to increase graduate students' participation in the event. A total of twelve brown bag lunches will occur during UCEA (i.e., 15 students paired with 12 LSJ scholars)! Please join me in thank-

ing the LSJ graduate student committee co-chairs, Maysaa Barakat and Hollie Mackey for organizing a successful mentoring initiative!

At UCEA, three work groups (i.e., race and educational leadership, gender and leadership; and intersectionalities) with an addition of a new one, children, schooling and poverty will convene for a second time during the LSJ Business Meeting scheduled for **Friday, November 18, 2011 at 7:00 am in Westin Hotel, Somerset East, 2nd Floor**. Please plan to join us as each group continues their work from AERA. Also, LSJ is a co-sponsor on a proposal for an AERA mini-conference on poverty at Wayne State University under the leadership of Carolyn Shields. This initiative provides us an opportunity to partner with an institution to increase LSJ's efforts on advancing social justice and broadening the discourse beyond our membership. I hope to continue our outreach efforts through similar kinds of collaboration. To provide you with further information, Carolyn Shields' featured article in this newsletter highlights the focus of the poverty conference.

Finally, we have a slate of candidates running for Chair and Communications Chair. A big thank you to the Nomination committee

(Dana Christman, Karen Sanzo, and Martin Scanlan) for doing an outstanding job in soliciting nominees to submit to AERA's election ballot! In January, you will receive an electronic ballot to make your selection for our new Chair and Communications Chair. As a reminder, in order to vote in the January election, you must have paid your dues. Please remember to renew your membership in December, 2011.

I wish you safe travels and look forward to seeing you at UCEA.



In this issue, we turn our attention to the topic of poverty. Dean Shields highlights this crisis from an educational leadership perspective. As the UCEA conference quickly approaches, this issue lists sessions that may be of interest to our membership. As always, we promote our graduate students! This year at UCEA, a number of brown bag sessions have been created with grad students in mind. Please check out the scholars and presentation times. Wishing you continued success and productivity!



Latish C. Reed
University of
Wisconsin—Milwaukee
reedlc@uwm.edu

AN EDUCATIONAL LEADERSHIP RESPONSE TO THE CRISIS OF POVERTY: AN URGENT APPEAL



Carolyn Shields
Wayne State
es7731@wayne.edu

Our country is in crisis and it is up to us to respond. For several decades, scholars have identified the persistent correlation between social class and children's school success (Apple, 1996; Giroux, 1998; Knapp & Woolverton, 1995; Kozol, 1991, 2005; Rothstein, 2004). These same researchers have often decried the significant negative impact of poverty, hunger, and homelessness on a learner's ability to concentrate and to succeed. Moreover, the unrelenting and widening gaps in income, in wealth, and in educational achievement (among other goods) between "haves" and "have-nots" are increasing steadily. In fact, according to data from the United States Census Bureau, the "income disparity between the wealthiest and poorest Americans expanded to a record high in 2009" (Ghosh, 2010, p. 1), with the 400 wealthiest Americans holding 10% of the nation's wealth.

In September 2011, a report from the U.S. Census Bureau announced that the official poverty rate in the U.S. had risen to 15.1 percent of the population, representing approximately 46 million people, more than one-third (over 15 million) of which are children. Although poverty affects all segments of the American population, the impact is disproportionately high among African Americans (27.4% of their population) and Hispanics (26.6%). The number of U.S. households receiving food stamps surged by 2 million last year to 11.7 million families (Income inequality, 2011). According to the National Institute for Literacy—Stats and Resources (2008), about 22% of American adults have minimal literacy skills and are unable to read at a fifth grade level—a figure that is more than double in some of the most destitute urban areas, like Detroit where the adult illiteracy rate is 47%. Further, for the one million homeless children in America "precarious living arrangements and the daily struggles to find food and shelter attending school is an uphill battle" (Love, 2009).

In 1995, Knapp and Woolverton asserted that "There is an enduring relation between social class and educational outcomes" (p. 551), and that students from high-status families tend to have "high levels of educational attainment and achievement [while] low social class correlates with low levels of educational attainment and achievement" (p. 551). Educationally, scholars have also recognized the strong correlations between affiliation with a minority ethnic or racial group and poverty, as well as with the continuing wide achievement gap between students who are impoverished and their more advantaged peers (Orfield et al. 2004). Although these associations are rarely disputed, the ability of education and educational leaders to reduce or ultimately eliminate the detrimental impact of poverty on children's life chances is a topic of dispute.

Educators are called to provide rich and inclusive learning environments that begin with students—where they are—to provide them with equitable life's choices and chances and also to create a participatory, caring, and educated citizenry. Yet the statistics show that we are failing many of our students, and in turn, our country and our global society. Hence, the impact of poverty and disparity should drive an urgent need to focus on ways to influence academic success and to provide opportunities for children attending schools in impoverished areas to engage in meaningful learning.

The challenge seems so overwhelming that some scholars argue that educators face an impossible task unless there are broader societal and possibly legislative remedies to homelessness, poverty, and unemployment (Rothstein, 2004). Others address their attention to alleviating the physical needs of children (hunger, housing, safety and so on) and argue that until low-income children's physical needs are met, they cannot be expected to achieve meaningful learning. Still others focus on the need for schools and communities to work together, implementing what Drayfoos (1994, 1996) has called "full service schools" in which social and psychological services (such as counseling, dental, mental health, or tutoring services) are all located within the school building and are readily accessible by educators and school families alike.

Each of these approaches has resulted in attempts to offer affirmative remedies in some schools, yet Oakes and Rogers (2006) maintain that very little significant reform has occurred. Their explanation is that we have continued to dwell on technical solutions to problems that are complex and require explicit, equity-oriented reforms. Their research emphasizes the need to move away from pre-packaged, prescriptive, or "one-size fits all" approaches to examine underlying beliefs, assumptions, and values. Others agree, arguing that one imperative and non-technical approach is to address assumptions of deficit and deficiency (Shields, Bishop, Mazawi, 2005; Valencia, 2009); and to assert, with Wagstaff and Fusarelli (1995), that the single most important factor in the academic achievement of minoritized children is the explicit rejection of deficit thinking; and to uphold the need for high expectations and high standards for all.

Sometimes a focus on organizational structure or culture can provide a catalyst for deep-seated change. For example, although a change of school calendar might seem to be highly technical, it responds to the research on summer learning loss in which scholars have found larger effects for students from homes of poverty (see for example Alexander, Entwistle, & Olson, 2007; Shields & Oberg, 2000; and others). Hence, a change to a year-round schedule may provide opportunities for increased learning through intersession activities and for the reduction of summer learning loss. Other researchers have focused on the mismatch between the culture of schooling and that of the home (Bourdieu, 1997; Delpit, 1990; Ladson-

...An Urgent Appeal (cont')

Billings, 1996, etc.) and found that addressing the implicit rules of power and providing culturally-relevant pedagogy is a way of overcoming inequities.

Each of these findings may represent a partial response. Overall, what appears to be missing are coherent, integrated, evidence-based, and equity-oriented educational solutions to the persistent lack of school success for children from impoverished homes. Nevertheless, there are pockets of hope. A longitudinal project in Montreal, Canada, has shown promising outcomes in approximately 130 impoverished schools for over a decade as a result of a combination of professional development, in-school coaching, research, and community partnerships (Archambault & Garon, in press-a & b). In New Zealand, Te Kotahitanga, a longitudinal project to support Maori achievement (now nationally supported), has demonstrated the positive impact of professional development that combines rigorous rejection of deficit thinking, inquiry-based pedagogy, and coaching (Bishop & Berryman, 2003).

Fortunately, the collective power of the AERA LSJ-SIG comprised of scholars who emphasize *leadership for social justice* (Bogotch, 2011; Enomoto & Conley, 2008; Jean-Marie, Normore, & Brooks, 2009; Marshall & Ward, 2004; McKenzie et al., 2008; Theoharis, 2008; and many others) offers a way forward. Yet somehow we must crystallize and unify our efforts. In part because the language of social justice has become so contested and so diffuse, I have found that one productive way forward is to adopt an emphasis on critical transformative leadership (see for example Blackmore, 2011; Dantley, 2011; Shields, 2009, 2010; Starratt, 2011 and others)—an approach that builds on, and incorporates, aspects of many other theories, and which is explicit in its goals to overcome inequity and to provide education that promotes both private and public good.

Transformative leadership takes as its starting point a recognition of the daily material realities of the students and how these lived realities affect both the ability of organizations to succeed and students' opportunities within the educational organization. It emphasizes the following eight dimensions: acknowledging the need for deep and equitable change; the need to deconstruct and reconstruct knowledge frameworks that perpetuate inequity and injustice; a focus on emancipation, democracy, equity, and justice; the need to address the inequitable distribution of power; an emphasis on both private and public (individual and collective) good; an emphasis on interdependence, inter-connectedness, and global awareness; the necessity of balancing critique with promise; and the call for educators to exhibit moral courage (Shields, 2010).

As we ponder the statistics cited above and their impact on so many students, schools, and communities, the situation may seem both daunting and discouraging; the challenges are so great and the demands on educational leaders are already extensive. From my perspective, the good news is that the foundations of an educational response are within reach and within our budgets. They do not reside in better test preparation, in a new packaged program, in additional accountability measures; they do not even necessarily call for more resources;—but they begin with the resolve of every educator and educational leader to make a difference where we are; to challenge inequity, to speak out against deficit thinking, and to ensure that every child experiences a respectful, inclusive, and challenging learning environment.

This was the impetus for the success of Dr. Ruth Simmons, president of Brown University who grew up in “abject poverty,” one of 12 children of a Texas sharecropper. Dr. Simmons describes her journey out of poverty as beginning on her first day of kindergarten, when she left her world of a “dark house with a tin roof” and entered a “place that is bright and cheerful with this wonderful person called a teacher.” She elaborates, “And she's cheerful and she thinks I'm wonderful and she thinks I'm smart. So it was ... like a veil lifting for me in a way” (60 Minutes, March 4, 2001).

Ruth Simmons was more fortunate than many of our students whose schools are neither bright physically nor metaphorically, and whose teachers fail to communicate their enthusiasm for either the children or the curriculum. Too many children experience school as did Sophie Morin, another woman who grew up in poverty, who describes her daily experience of “feeling prejudice and shame.” For Sophie, success only came as an adult, after repeated school experiences of marginalization and rejection. Fortunately, when she gathered her courage and returned to school, she finally encountered an instructor who helped her understand that she was “smart, that she could learn, and who made learning meaningful and fun.” Sophie is now a teacher.

The stories of Ruth Simmons and Sophie Morin provide small glimpses into the potential impact of the educator—an impact that is within the power of every educational leader to foster, encourage, and develop each child. We cannot provide housing for every child; we cannot provide employment for every parent; we may not even be able to provide nourishing food for each hungry student, although that is within the realm of possibility. What we can do is act with moral courage, reject the tide of negativism and despair, and offer to every child who enters our education system, a glimmer of hope. Ruth Simmons asserts that “education is here to nourish your soul” and believes that “education transforms your life” (60 Minutes, March 4, 2001). Yet, as Freire (1970) reminds us, without truly getting to know the lived reality of each student, respecting him and listening to her, we can easily provide education in ways that deform rather than transform.

Educational leaders can no longer throw up our hands and claim the problem is too huge, or that it is beyond our mandate, or that we have too many other things to do. Without our collective effort, the problems are exacerbating; the educational gaps are increasing; and our society is becoming less democratic and less willing to engage to help the poor and powerless. As we also work to confront the wider societal impacts of poverty, homelessness, illiteracy, joblessness, and despair, we must join in a crusade to ensure that every child receives a transformative education.

...An Urgent Appeal (cont')

References

- 60 Minutes, *Interview* by Morley Safer of Dr. Ruth Simmons, March 4, 2001, CBS Worldwide Inc.
- Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2007). Lasting consequences of the summer learning gap. *American Sociological Review*, 72(2), 176-180.
- Apple, M. W. (1996). *Cultural politics and education*. New York: Teachers College Press.
- Archambault, J., & Garon, R. (in press-b). Transformative Leadership: How Do Montréal School Principals Ensure Social Justice in Their Disadvantaged School? In C. M. Shields (Ed), *Transformative Leadership: A Reader*. New York, NY: Peter Lang.
- Archambault, J., & Garon, R. (in press-a). Elementary School Principals in Low Socioeconomic-Status Schools: A University-Based Research Program Designed to Support Mandated Reform. *International Journal for Leadership Education*.
- Bishop, R., Berryman, M., Tiakiwai, S., & Richardson, C. (2003). *Te Kotahitanga: The Experiences of Year 9 and 10 Māori Students in Mainstream Classrooms*. Wellington: Ministry of Education. Retrieved from www.minedu.govt.nz/goto/tekotahitanga.
- Blackmore, J. (2011). Leadership in pursuit of purpose: Social, economic, and political transformation, In C. M. Shields (Ed.), *Transformative leadership: A reader* (pp. 18-33). New York, NY: Peter Lang.
- Bogotch, I. E. (2011). The state of the art: leadership training and development—U.S. perspectives—above and beyond recorded history, *School Leadership & Management*, 31(2), 123-138.
- Bourdieu, P., & Passeron, J. C. (1977). *Reproduction in education, society and culture*. London: Sage.
- Dantley, M. (2011). Transformative instructional leadership: A critical and spiritual engagement, In C. M. Shields (Ed.), *Transformative leadership: A reader* (pp. 155-164). New York, NY: Peter Lang.
- Delpit, L. D. (1990). The silenced dialogue: Power and pedagogy in educating other people's children. In N. M. Hidalgo, C. L. McDowell, & E. V. Siddle (Eds.), *Facing racism in education*. Reprint Series No. 21 ed. Cambridge, MA: Harvard Educational Review.
- DeNavas-Walt, C., Proctor, B. D., & Smith, J. C. (2011). Income, Poverty and Health Insurance in the United States: 2010, report of the US Census Bureau, retrieved from <http://www.census.gov/hhes/www/poverty/data/inctpovhlth/2010/index.html>.
- Dryfoos, J. G. (1996). Full-service schools, *Educational Leadership*, 53(7), 18-23.
- Dryfoos, J. G., (1994). *Full-service schools: A revolution in health and social services for children, youth, and families*. San Francisco, CA: Jossey-Bass.
- Enomoto, E. K., & Conley, S. (2008). Changing of the guard: how different school leaders change organizational routines, *Journal of School Leadership*, 18(3), 278-302.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.
- Ghosh, P. R. (2010). Income gap between rich and poor in U.S. at record high, *International Business Times*, Sept. 29; retrieved from <http://www.ibtimes.com/articles/66809/20100929/income-gap-census-bureau-poverty.htm>
- Giroux, H. A. (1998). *Channel surfing, racism, the media, and the destruction of today's youth*, New York: St. Martin's Press.
- Income inequality: It wasn't always this way, Economic Policy Institute, 2011, retrieved from http://www.epi.org/publication/income_inequality_it_wasnt_always_this_way/
- Jean-Marie G., Normore, A. H., & Brooks, J. S., (2009). Leadership for social justice: Preparing 21st century school leaders for a new social order, *Journal of Research on Leadership Education*; 4(1).
- Knapp, M. S., & Woolverton, S. (1995). Social class and schooling. In J. A. Banks & C. A. Banks (Eds.), *Handbook of research on multicultural education*. New York: Macmillan.
- Kozol, J. (1991). *Savage inequalities*. New York: Harper Collins.
- Kozol, J. (2005). *The shame of the nation*. New York: Three Rivers.
- Ladson-Billings, G. (1996). "Your blues ain't like mine" Keeping issues of race and racism on the multicultural agenda, *Theory into Practice*, 35(4), 248-255.
- Love, D. A. (2009 September). *Commentary: We shouldn't have homeless children in America*.
- McClatchy Washington Bureau: The Progressive Media Project, retrieved from http://www.homelesschildrenamerica.org/documents/McClatchy_CommentaryWeShouldntHave.pdf
- Marshall, C., & Ward, M. (2004). "Yes but..." Education leaders discuss social justice, *Journal of School Leadership*, 14(5), 530-563.
- McKenzie, K. B., Christman, D. E., Hernandez, F., Fierro, E., Capper, C. A., Dantley, M., Gonzalez, M. L., Cambron-McCabe, N., & Scheurich, J. J. (2008). From the field: A proposal for educating leaders for social justice, *Educational Administration Quarterly*, 44(1), 111-138.
- Oakes, J., & Rogers, J. (2006). *Learning power: organizing for education and justice*. New York: Teachers College Press.
- Orfield, G., Losen, D., Wald, J., & Swanson, C. (2004). *Losing our future: How minority youth are being left behind by the graduation rate crisis*. Cambridge, MA: The Civil Rights Project at Harvard University. Contributors: Advocates for Children of New York, The Civil Society Institute.
- Quantz, R. A., Rogers, J., & Dantley, M. (1991). Rethinking transformative leadership: Towards democratic reform of schools. *Journal of Education*, 173(3), 96-118.
- close the Black-White achievement gap. New York, Teachers College, Columbia/Economic Policy Institute.
- Shields, C. M. (2009). *Courageous leadership for transforming schools: Democratizing practice*.

...An Urgent Appeal (cont')**References (cont')**

- Rothstein, R. (2004). *Class and schools: Using social, economic, and educational reform to close the Black-White achievement gap*. New York, Teachers College, Columbia/Economic Policy Institute.
- Shields, C. M. (2009). *Courageous leadership for transforming schools: Democratizing practice*. Norwood, MA: Christopher-Gordon.
- Shields, C. M., & Oberg, S. L. (2000). *Year-round schooling: Promises and pitfalls*. Lanham, MD: Scarecrow/Technomics.
- Shields, C. M., (2010). Transformative leadership, In E. Baker, P. Peterson, & B. McGaw (Eds.), *International Encyclopedia of Education* (3rd Ed), Oxford, UK: Elsevier.
- Shields, C. M., Bishop, R., & Mazawi, A. E. (2005). *Pathologizing practices: Deficit thinking in Education*. New York: Peter Lang.
- Starratt, J. R. (2011). Preparing transformative educators for the work of leading schools in a multicultural, diverse, and democratic society, In C. M. Shields (Ed.), *Transformative leadership: A reader* (pp. 127-132). New York, NY: Peter Lang.
- The National Institute for Literacy –Stats and resources (2008). Retrieved from <http://www.caliteracy.org/nil/>.
- Theoharis, G. (2008). Woven in deeply: Identity and leadership of urban social justice principals, *Education and Urban Society*, 41(1), 3-25.
- Valencia, R. R. (2009). *Dismantling contemporary deficit thinking: Educational thought and practice*, New York, NY: Routledge.
- Wagstaff, L., & Fusarelli, L. (1995). Establishing, collaborative governance and leadership. In P. Reyes., J. Scribner, & A. Scribner. (Eds). *Lessons from high-performing Hispanic schools: Creating learning communities*. New York: Teachers College Press.



In LSJ News...



Below, please find a listing of UCEA sessions that you may be interested in attending. Many of our SIG members are presenting their Social Justice research! Let's support one another!

Center for Leadership and Social Justice

Business Meeting
Saturday, November 19th
Westin, 2nd Floor – Somerset East
7:00-8:00 am

Developing Empathy in Aspiring School Leaders to Lead for Social Justice

Symposium
Friday, November 18th
Westin, 2nd Floor - Westmoreland
4:00-5:20 pm

General Session 6: Featuring Texas A&M Social Justice Lecturer Dr. Manuel Pastor and the Annual UCEA Banquet

Business Meeting
Saturday, November 19th
Westin, 1st Floor - Allegheny 2 & 3
6:30-10:00 pm

Incorporating Social Justice Practices in Leadership Preparation

Paper Session
Saturday, November 19th
Westin, 2nd Floor - Washington
2:10-3:30 pm

Leadership for Social Justice

Business Meeting
Friday, November 18th
Westin, 2nd Floor – Somerset East
7:00-8:00 am

Necessary Dialogues: The Barriers to Educational Leaders Enacting Social Justice Within Their Contexts

Symposium
Friday, November 18th
Westin, 2nd Floor – Cambria East
4:00-5:20 pm

Principals Prepared for Social Justice

Paper Session
Friday, November 18th
Westin, 2nd Floor – Westmoreland West
8:10-9:30 am

Reading Arendt While Preparing Educational Administrators: Some Thoughts on Leadership, Politics, and Social Justice

Conversation/Dialogues
Saturday, November 19th
Westin, 2nd Floor – Cambria West
9:40-11:00 am

Social Justice and Culturally Responsive School Leadership Practice

Paper Session
Saturday, November 19th
Westin, 2nd Floor – Butler West
2:10-3:30 pm

Social Justice Sessions @ UCEA (cont')

UCEA Center for Educational Leadership and Social Justice: Lessons from the Duquesne Educational Leadership Symposium

Conversation/Dialogues

Friday, November 18th

Westin – Armstrong

11:10 am-12:30 pm

Un-deleting Social Justice: Reclaiming our Purposeful Voices in Educational Leadership

Innovative Session

Friday, November 18th

Westin, 2nd Floor – Pennsylvania East

11:10 am-12:30 pm

Using Art-making to Prepare School Leaders to Address Issues of Social Justice

Symposium

Friday, November 18th

Westin, 2nd Floor – Westmoreland West

1:00-2:20 pm

"I Am Not Built for Academic Writings. Action Is My Domain": Preparing Social Justice Leaders

Symposium

Friday, November 18th

Westin, Allegheny 1

11:00 am-12:30 pm



Graduate Student Committee Corner



Maysaa Barakat
Auburn University
myb0002@tigermail.auburn.edu



Hollie Mackey
University of Oklahoma
hmackey@ou.edu

Welcome to UCEA LSJ-SIG Graduate Students

The LSJ-SIG's graduate student committee is hosting a brown bag lunch series for graduate students during this year's UCEA meeting in Pittsburgh. The purpose of this series is to provide an opportunity for graduate students to meet and get to know a Leadership for Social Justice scholar in our field. Below you will find the scheduled times and topics associated with each scholar.

These are informal meetings intended to allow for exchange of thoughts and ideas along with stimulating discussion. Please meet in the *Rotunda of the Westin Convention Center just outside Butler West in the Second floor*. A representative from the LSJ-SIG will be waiting to connect you to your scholar (s) of choice. We will have an identifying sign of some sort so we are easy to find. All are welcome, no prior arrangements required. Bring your lunch or a great cup of coffee!

If you have any questions prior to the conference, please email Maysaa Barakat at myb0002@tigermail.auburn.edu or Hollie Mackey at hmackey@ou.edu. We look forward to reconnecting with old friends and meeting new ones!

Thursday, November 17, 2011

- 12:30-1:30 **Dr. George Theoharis** will meet with graduate students interested in discussing successful school principals and their practices, leadership and preparation programs and how they develop critical consciousness around social justice issues. Additionally, the discussion will consider authentic leadership and higher education. gtheohar@syr.edu
- 1:00-2:00 **Dr. Floyd Beachum** will meet with graduate students interested in discussing black masculinity/ family studies, culturally relevant leadership -- particular for students of color, and critical spirituality. fdb209@lehigh.edu

Friday, November 18, 2011

- 12:00-1:00 **Dr. Gaetane Jean-Marie** will meet with graduate students interested in discussing women in leadership positions with public education and women enrolled in school leadership preparation programs. gjeanmarie@ou.edu
- 12:00-1:00 **Dr. Kristina Hesbol** will meet with graduate studentst interested in discussing principal preparation (university programs and school division efforts. khesbol@ilstu.edu
- 12:30-1:30 **Dr. Jeff Brooks** will meet with graduate students interested in discussing social justice, policy analysis, school leadership, equity, cultural competency, and school reform. Additional topics will include sustainable leadership within changing and challenging contexts. jsbrooks@iastate.edu
- 12:30-1:30 **Dr. Margaret Grogan** will meet with graduate students interested in discussing women superintendents and work-life balance. margaret.grogan@cgu.edu

Graduate Student Committee Corner



12:45-1:45

Dr. Lisa Kensler will meet with graduate students interested in discussing democracy in education. lisakensler@auburn.edu

12:45-1:45

Dr. Hollie Mackey will meet with graduate students interested in discussing athletic player development/academic support, community schools, school culture, and related socioeconomic issues. hmackey@ou.edu

4:30-5:30

Dr. William Black will meet with graduate students interested in discussing how values, ideologies, assumptions, and power are revealed in policy language, development processes, and implementation dynamics. He will particularly focus on critical analysis of educational policies and leadership practices that effect English Language Learners and students identified with disabilities. wrblack@usf.edu

Saturday, November 19, 2011

12:30-1:30

Dr. Catherine Lugg will meet with graduate students interested in discussing Public Pedagogy, Queer Theory, and theological issues. catherine.lugg@gse.rutgers.edu

12:30-1:30

Dr. Whitney Sherman will meet with graduate students interested in discussing Environmental and gender issues in educational leadership. whsberman@vcu.edu

4:00-5:00

Dr. Mark Gooden will meet with graduate students interested in discussing community engagement and the practice of discipline and referrals in schools. Additional topics will include student motivation for students with non-traditional barriers to education. gooden@austin.utexas.edu



LET'S GIVE 'EM PROPS!!



Gaetane Jean-Marie

Award:

Researcher of the Year Award, ELPS Department at University of Oklahoma

Book Publications:

Jean-Marie, G., & Lloyd-Jones, B. (Eds.) (2011). Women of color in higher education: Turbulent past, promising future, Volume 9, Diversity in Higher Education Series. Bingley, United Kingdom: Emerald Group Publishing Limited.

Jean-Marie, G., & Lloyd-Jones, B. (Eds.) (2011). Women of color in higher education: Contemporary perspectives and new directions, Volume 10, Diversity in Higher Education Series. Bingley, United Kingdom: Emerald Group Publishing Limited.



Dorothy Garrison-Wade

Promoted to Associate Professor
University of Colorado, Denver



Karen Sanzo

Promoted to Associate Professor
Old Dominion University



Benji Chang

Received Postdoctoral Minority
Research Fellowship
Teachers College, Columbia University

**The Leadership for Social Justice (LSJ) Special Interest Group
American Educational Research Association**

Call for 2012 Awards Nominations (3 Awards)

LSG SIG Awards Committee Co-Chairs:

Joanne Marshall, Iowa State University

Michael P. O'Malley, Texas State University-San Marcos

I. Social Justice Teaching Award in Educational Administration

Description: This award recognizes outstanding social justice teaching by a professor or instructor in the field of educational leadership.

Selection/Eligibility Criteria: Nominee must have been a teacher or instructor of record in a leadership preparation/development program affiliated with a university or school district during the previous academic year (2010-2011 for the 2012 award).

Nomination requirements: Nominees should demonstrate social justice teaching that promotes equity, diversity, inclusion, and social reconstructionist education by providing a syllabus from a course taught within the past two years, submit a cover letter of no more than three pages describing their teaching philosophy as it relates to social justice, and supply a letter of support from a student and/or faculty colleague. Nominations, including self-nominations, should include a blind and original copy to the LSJ SIG Awards Committee Chair by **Thursday, December 1, 2011**. The SIG chair will notify the award recipient by February 1, 2012.

Award: A plaque presented at the LSJ-SIG Business Meeting at the 2012 AERA Annual Meeting, and recognition on the LSJ-SIG website.

II. Social Justice Dissertation Award

Description: This award recognizes an exceptional dissertation that expands our knowledge of the complexity of social justice issues, whether in postsecondary, K-12, community-related, and/or social policy-related, is the focus of this award. We are looking for unpublished dissertations by graduate students. This award is to recognize the outstanding research of our graduate students. This award will also encourage early scholars to join LSJ SIG and grow the scholarship in the area of social justice.

Selection/Eligibility Criteria: Dissertations must be completed within the previous three years from the award date. For example, a dissertation award presented at AERA annual meeting 2012 must have been completed by 2009 or later.

Dissertations considered for the LSJ SIG Dissertation Award should:

1. Be completed within the previous three years of the award date. Dissertations completed prior to 2009 will not be considered.
2. Be submitted by a LSJ SIG member or the student of a LSJ SIG member
3. Align with the LSJ SIG mission
4. Seek to address significant research question(s)
5. Contribute to the literature on leadership for social justice
6. Be methodologically rigorous
7. Relate significant findings
8. Discuss the applicability of findings to practice and theory

Nomination requirements: Nominations, including self-nominations, should include a blind and original copy of a six page abstract of the dissertation to the LSJ SIG Awards Committee Chair by **Thursday, December 1**. The SIG Chair will notify the award recipient by February 1, 2012.

Award: A cash award of \$250 presented at the LSJ-SIG Business Meeting at the 2012 AERA Annual Meeting, and recognition on the LSJ-SIG website.

Call for 2012 Awards Nominations (3 Awards)

III. “Bridge People” Award

Description: Inclusion and community are cherished values of the LSJ SIG. In their chapter, “Bridge People: Civic and Educational Leaders for Social Justice,” Shoho & Merchant (2006) describe individuals who “were committed to creating a bridge between themselves and others, for the purposes of improving the lives of all those with whom they worked. As such, they functioned as ‘Bridge People’ in the fullest sense” (p. 86). This award is meant to recognize individuals or groups whose work “creates a bridge between themselves and others” through scholarship and research.

Selection/Eligibility Criteria: Potential recipients for this award should demonstrate work that has created a bridge between themselves and others through scholarship and research. Nominees may include but are not limited to, individuals, groups, or organizations whose recent work or body of work have been a catalyst for bridging people or organizations, especially when those people or organizations have not historically been connected.

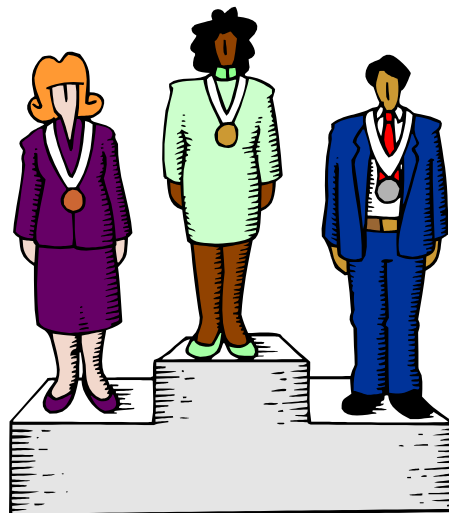
Nomination requirements: Nominations, including self-nominations, should include a description (maximum 3 pages) of the individual or group. Nominations, including self-nominations, should include a blind and original copy to the LSJ SIG Awards Committee Chair by **Thursday, December 1, 2011**. The SIG Chair will notify the award recipient by February 1, 2012.

Award: A plaque presented at the LSJ-SIG Business Meeting at the 2012 AERA Annual Meeting, and recognition on the LSJ-SIG website.

The work of award nominees should embody the LSJ mission: To promote social justice teaching, research, service, and policymaking agendas, with the corollary aim of seeking to proactively improve educational leadership as a means of addressing equity concerns for underrepresented populations throughout P-20 education; also to share innovative, promising, and research-based programs, policies, and teaching strategies and proactively advocate on behalf of underrepresented populations in educational leadership.

Direct any questions and email all awards nomination materials by **Thursday, December 1, 2011** to:

Jonna K. Beck
Jb1004@txstate.edu
LSJ SIG Awards Committee
Texas State University-San Marcos



WE WANT YOU!!!!

The Social Justice Leader is seeking the following types of submissions:

Promotion Announcements

Awards

Special Opportunities

General Announcements

Brief Articles

Please send your submissions by to:

Latish Reed reedlc@uwm.edu or

Gaetane Jean Marie gjeanmarie@ou.edu

Submission Guidelines:

The LSJ Newsletter considers publication of brief articles on issues that are trenchant and of interest to LSJ members. Restrictions for publication will apply (preferably no more than 1,000 words or 5 to 7 pages of double-spaced text) in order to meet newsletter page limitations (2-3 pages). The editors reserve the right to edit for style and length. Please submit an author's head shot photo or other relevant photos or graphics.



facebook®

LSJ SIG Officers

President

Gaetane Jean-Marie
University of Oklahoma
gjeanmarie@ou.edu

Secretary-Treasurer

Noelle Witherspoon Arnold
University of Missouri-Columbia
arnoldn@missouri.edu

AERA 2012 Program Chair

Katherine Cumings Mansfield
Virginia Commonwealth University
kcmansfield@vcu.edu

Communication Chair

Latish Reed
University of Wisconsin-Milwaukee
reedlc@uwm.edu