Editor’s Message

It is a pleasure to be the editor of the inaugural edition of LIUS NEWS, the newsletter of the Leadership in Urban Schools graduate program at UMass Boston. This newsletter gives LIUS students, alumni and faculty an opportunity to share updates on events, achievements, and general good news. LIUS NEWS can also serve to build community in our program, where we can learn more about one another. This first issue provides updates on our programs, faculty, current and past students. Enjoy learning more about LIUS!

Sincerely,
Francine Menashy
Assistant Professor
LIUS Doctoral Program

Letter from the LIUS Program Director

Welcome to our newsletter, which describes the people, activities, and achievements of the LIUS Doctoral Program.

In July 1995 the first LIUS cohort entered the program, and in 1999 we had our first graduate. A 2012 survey found that 90% of LIUS alumni remain in urban education in the Greater Boston area as superintendents, curriculum directors, principals, department chairs, teachers, counselors, and full time faculty members in local colleges and universities.

The academic quality of the work of LIUS students and faculty is widely recognized. A Spring 2012 academic review by a four-person visiting team concluded, “. . . this is an outstanding program serving a particular and needed role in an urban community in a way that is consistent with the goals and mission of an urban public university. . . it could be argued that all universities should have a level of service to the public good as modeled by this program.”

Building on this proud history, LIUS continues its urban mission while expanding its scope both academically and geographically. We are designing a Ph.D. program to complement our existing Ed.D. We are expanding our faculty, having recently added Dr. Francine Menashy, an educational policy specialist, and Dr. Zeena Zakharia, who studies the intersection of human rights and educational policy within conflict/post-war contexts.

Under the leadership of Dr. Wenfan Yan, we are developing a close relationship with educational leaders in China, including an annual 6-credit joint program in which Chinese educators host LIUS students to study comparative education in Beijing and other Chinese cities.

Enjoy reading about our people and programs!

Sincerely,
Joe Check
News from the Education Administration Program

There are several new and exciting developments in our Education Administration Program. The University Council for Educational Administration (UCEA) is the world’s premier consortium of research universities with graduate programs in educational leadership. LIUS applied to join UCEA in 2010 and was granted provisional membership. In February 2013, UCEA conducted a site visit as a final step in achieving full membership in this international body. UMass Boston is only the second university in New England (and the first in Boston) to hold membership status.

As well, the Commonwealth of Massachusetts rolled out new leadership standards for school leaders in 2012. As a result, every graduate program in educational administration in Massachusetts was “unsetted” and asked to submit a new application for authorization to run a school leader licensure program. We have been working on our application for six months, which is due April 1.

The new graduate licensure program will lead to a Masters degree or Certificate of Advanced Graduates Studies. Candidates may earn a state license as a principal/assistant principal, supervisor/director or director of special education. This new application offers a degree of course integration and curricular coherence unprecedented in this program. The former 300-hour, one-year practicum has been increased to 500 hours and two years. Every course is carefully linked through field-based experiences. Partnerships with surrounding districts, including Boston, Revere, Brookline and Milton spell out details of recruitment, selection, training, appointment, mentoring and professional development. Every major assessment for the 12-course program has been linked to the MA standards and indicators for school leadership. Students begin their work in September instead of July, completing the entire program in 21 months.

Finally, we are delighted to welcome Dr. Anita Brown who joined our Education Administration teaching team this September.

LIUS EVENT: A DAY OF SCHOLARSHIP

On Saturday, December 8th, 2012, LIUS faculty and students participated in “A Day of Scholarship” which focused on the value of quantitative methods for educational research. Life LeGeros, of cohort 2008, presented on his dissertation, The Association between Elementary Teacher Mathematics Licensure Test Scores and Student Achievement in Massachusetts, and Colin Rose, of cohort 2008, shared his dissertation research, Does Increased Family Income Reduce Fade Out of Preschool Gains? The students participated in working groups with LIUS faculty on such topics are large-scale data sets and survey research.
FIELD RESEARCH REPORT: COMING FULL CIRCLE
By Melissa Winchell, LIUS Cohort 2008

Full circle moments. They still sort of freak me out, even though my life seems to have more and more of them the older I get. You know them, right? You’re going about your day, and suddenly you realize the weightiness of the work, its connection to you and the life you’ve led, the wonder of the entire experience.

My dissertation field research, believe it or not, was exactly that – full circle moment after full circle moment.

I graduated from my undergraduate college with a rather haughty intent to return there to one day “fix” what I didn’t like about its teacher education program. This past fall, I did just that (though hopefully less haughtily and more humbly), teaching a class on urban education to undergraduate teacher candidates. I had designed the class myself, responding two years ago to an invitation from the department chair who was being offered grant money to “do something” with urban education in their department. A year and a half ago, after designing it, I taught the course once. And thankfully, within this experience – imagining the course, and teaching it for the first time – a wise dissertation advisor convinced me to change my no-longer-viable QPP topic and head off in the direction of teacher education. It was, as she pointed out, the most natural connection between my life and my work.

So the end of August 2012 found me entering a classroom in my undergraduate institution – the very same classroom in which I had taken 3 of my own undergraduate education courses, the same classroom in which I had made life-long friends – to re-teach the course, this time armed with video cameras and some vague notions of what, exactly, I was hoping to learn. I wanted to re-think the entire conversation around White teacher candidates and cultural competency, and this college had mostly White students and a department of White teacher educators (including me). And the college was giving me a lot of latitude with the course, allowing me to design a sort of co-constructed course in urban education that could, I thought, re-define the dialogue around White teacher education. Maybe there were ways of teaching about multiculturalism that could invite instead of exclude White teacher candidates from the work. Maybe multicultural education courses needed to think of White teacher candidates more complexly, more constructively, with more hope for learning as process. It was, really, my life-become-research. And it was, in so many ways, a full circle semester.

The semester changed me as a professor and as a person. It was a violently busy semester. I am still recovering from the effects of life lived with a full-time job AND a family AND field research. But I can say that I learned—and am learning still, as I comb through the video and the students’ work – a lot about how I think (especially about race), how I teach, and how I am perceived in the classroom. Fundamentally I feel that last semester broke open a new space for me as a teacher – I flexed muscles around both building relational capital and using the capital to confront students with new ways of thinking—and I grew in my confidence as a professor who can address individual students and their very diverse backgrounds and learning processes. This is a full circle moment for sure: that I, who wanted at 22 years of age to “fix” a department, am doing a
research study which re-imagines teacher education, all while uncovering my own lack of confidence and many gaps in my own knowledge. In the end, I learned more about how to trust the space between my students and me; I learned that these relationships really did provide me with what I needed to grow in my own practice. I hope – and perhaps my analysis will show – that this learning within relational space happened for them, too.

And as if the undergrad student-turned-professor-turned-learner moments were not enough, the semester also provided full circle moments of the colliding worlds kind. My students created a co-constructed experience with a group of ESL students from a nearby urban high school (the very same one in which I had launched my teaching career); they decided to work with these high school students on issues of college access. Those relationships, built not as teacher candidate-student but as learner-learner, culminated in a visit of the high schoolers to our college campus. My students planned the day and wrestled hard with how to fulfill both the students' desire to experience college while encouraging students to think critically about college access issues.

The resulting 5 hours together, spent in a computer lab, a biology lab, the college library, and in conversations over pizza, raised my expectations for what can happen in teacher education. By the time we snapped a final photo – high school students and college students, two of my former high school education colleagues, and me – I was near tears. If something meaningful can come out of the lives we lead as teachers, the relationships we build, the people who touch us...then perhaps a dissertation is less a dusty paper and more a piece of beautiful artwork, offered for the world to see. If so, I can only say that my canvas will be covered with circles. And that I am a very tired, and very grateful, artist.

LIUS EVENT: URBAN. Boston
LIUS faculty member Patricia Krueger-Henney is affiliated with the Boston node for the national network URBAN (Urban Research-Based Action Network). The purpose of URBAN. Boston is to promote and advance research collaborations that create new knowledge and support community action. Recently, URBAN. Boston hosted a series of community-based networking events at the Dudley Street Neighborhood Initiative (DSNI) and Vietnamese American Initiative for Development (Viet-AID) for community members, faculty, students and researchers. For more information about upcoming networking events, please contact Patricia Krueger-Henney at patricia.krueger@umb.edu
Updates from LIUS Faculty Members

JOSEPH CHECK
Joseph W. Check is an associate professor in Leadership in Urban Schools. He is the founding Director of the LIUS Doctoral Program and former Chair of the Department of Leadership in Education. At Umass Boston he has been the chair of the Department of Leadership in Education, Associate Dean of CEHD, and Director of the Institute for Learning and Teaching. His teaching and research interests are in urban school reform, practitioner inquiry and research methodology, and the teaching of language, literacy, and writing. His most recent, co-authored book, *Research Methods in Education* (2012), uses up-to-date research “case stories” to illustrate both traditional and cutting-edge techniques with clear linkages to the world of practice. He has worked extensively with the National Writing Project network and for 25 years directed the Boston Writing Project. He has received grants totaling over $2M dollars from the National Endowment for the Humanities, the U. S. Department of Education, the Massachusetts Department of Education, the DeWitt Wallace-Readers Digest Foundation and the Rockefeller Foundation.

ANITA R. BROWN
Anita Brown teaches within the department of Leadership in Education. She received her EdD and EdS from the University of North Carolina Greensboro. Her research focuses on women in educational leadership, particularly women of color. Professor Brown has served as a middle school principal and teacher of elementary students.

TRICIA KRESS
Recently, I have been doing conceptual research with the work of Erich Fromm, one of the lesser known Frankfurt School theorists who was influential in the work of Paulo Freire. I am co-editing a collection about his work. In the fall, I presented about this on a panel at Critical Theories in the 21st Century a Conference of Transformative Pedagogies at West Chester University, PA. In addition, I presented two new pieces of research at the 6th Biennial Provoking Curriculum Studies Conference at the University of Ottawa. The first piece examines the importance of place in transformative pedagogies, and the second uses the theory of Erich Fromm paired with the pop-culture trend of “steampunk” to reconceptualize teaching and learning as humanized activities within mechanized school spaces. I am the series co-editor of *Imagination and Praxis* a new and ongoing book series with Sense Publishers. I was elected secretary of the Paulo Freire SIG of AERA, and I have been appointed co-chair of the organizing committee for the 2nd annual meeting of the International Institute of Critical Pedagogy and Transformative Leadership.

UPCOMING EVENT: Late Nights with LIUS
LIUS is launching the “Late Nights with LIUS” series in 2013/14. These monthly forums will feature casual conversations between LIUS and LIE faculty, students, and alumni on individual scholarship, including research and theoretical explorations. Stay tuned for further details regarding the schedule of talks and how to sign up. Questions? Contact our Late Night coordinators: patricia.krueger@umb.edu or zeena.zakharia@umb.edu.
Updates from LIUS Faculty Members

PATRICIA KRUEGER-HENNEY
Patricia Krueger-Henney’s research follows mixed method designs to examine educational policies in urban school systems. Moreover, through participatory action research she documents how young people perceive and experience social injustices produced and reproduced by current purposes of education. She has authored journal articles, book chapters, and conference papers outlining how youth-centered visual narratives situate purposes of education as embodied and spatialized knowledges. Prior to joining the University of Massachusetts Boston, Krueger-Henney was a faculty member of various teacher education programs and also taught social studies in New York City public high schools.

JACK LEONARD
Jack joined the LIUS faculty in 2008 and serves as the program director for graduate programs in Educational Administration and Teacher Leadership. He collaborated with the Boston Public Schools on the creation of this latter degree program in 2010, building on his own experiences with teacher leaders as a high school principal. He now teaches courses in leadership, action research methodologies and American urban education history to Masters and doctoral students. Jack’s research is related to his own work in public education. He is the principal investigator for a five-year longitudinal investigation of an early college program launched by Northern Essex Community College. This work reflects his interest in school-university partnerships and his commitment to engaged scholarship. He also studies school leadership and has a book on entrepreneurial leadership in K-12 schooling, which will be released by Routledge Education in 2013. Jack was a finalist for the Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty in 2012.

FRANCINE MENASHY
Since joining the Leadership in Urban Schools program faculty in September 2012, I have been writing on and researching areas that tie to my main interests of international financing to education and private sector engagement. I recently completed a study funded by the Open Society Foundation with Karen Mundy (University of Toronto) on the World Bank’s support to privatization in education, and presented the findings of this research in Johannesburg, South Africa in October 2012. In the coming year, this study is being extended to country-level research in South Asia where we will explore the World Bank’s support to private schooling in Nepal, Pakistan and India. I also presented my work at the Comparative International Education Society’s Annual Meeting in New Orleans this past March. I am currently in the preliminary phases of another study into multi-stakeholder partnerships and the role of private actors in international educational policy-making.
Updates from LIUS Faculty Members

WENFAN YAN
Dr. Wenfan Yan is Professor and Chair of the Department of Leadership in Education. He received his Ph.D. from the State University of New York at Buffalo. He teaches courses on research methods and dissertation seminar. His research interests have been focused in the area of policy analysis around state, national, and international educational issues in equity, access, effectiveness and assessment of P-16 education. He has extensive experience in conducting quantitative policy analysis by using large-scale data from the National Center for Education Statistics. His recent research grant on Chinese education reform and service learning was supported by the Chinese government. His research program integrated both quantitative and qualitative methodologies, and a variety of statistical analysis techniques including complex analyses procedures such as multilevel modeling.

ZEENA ZAKHARIA
Since joining UMass Boston, Zeena Zakharia has been busy working on several research and outreach projects that reflect some of her key interests in educational policy and leadership, including a USAID funded study on the unique challenges and opportunities for designing, implementing, and evaluating literacy programs for children, youth, and adults in contexts of crisis and conflict. Preliminary findings were presented with co-investigator Lesley Bartlett (Teachers College, Columbia University) at the annual conference of the Comparative and International Education Society in March. She has also been working with UNESCO and the Iraqi Ministries of Education in Baghdad and Erbil to review the Iraq Civic Values and Life Skills Educator Training Package. A third project, funded by the Social Science Research Council and British Council, examines how U.S. world history textbooks portray the Middle East and offers high school teachers curricular alternatives that integrate new scholarship on the region. She recently delivered a talk entitled “Religion, Critical Praxis and Peacebuilding” organized by the Tanner Center for Nonviolent Human Rights Advocacy in collaboration with the University of Utah.

LIUS EVENT: Film Screening of “Precious Knowledge”
In collaboration with Casa Latina and the Applied Linguistics Student Association, Patricia Krueger-Henney organized a special film screening of “Precious Knowledge” on March 13th at UMass Boston’s Campus Center. The film highlights Tucson, Arizona, UnifiedSchool District’s ongoing struggle to maintain its highly successful Mexican American Studies Program. Film maker Eren McGinnis and Sean Arce, co-founder and former director of the K-12 Mexican American Studies Department in Tucson, joined UMass Boston students and faculty during the screening and conversations afterwards.
Alumni Report: Dianne Kelly, Cohort 2006

Since graduating from the LIUS program in June 2011, I remain the Assistant Superintendent of the Revere Public Schools; the position I entered a year before I defended. I intend to start writing an article or two around my dissertation topic but I never seem to find the time – which is strange because somehow I managed to find the time to complete the program, right?

One major aspect of my job that I feel the LIUS program has helped me with is looking at situations from multiple perspectives. I deal daily with dozens of constituents who have differing agendas and priorities. The challenge for me is to understand the varied perspectives of parents, students, teachers, administrators and community members and helping everyone walk away from a contentious situation feeling like a “winner.” The conversations I had with my cohort members and the experiences they shared shaped my ability to be successful in this area.

In terms of theory, something that has stuck with me since my LUIS experience is the concept of capital. I am constantly thinking about the many kinds of capital (cultural, social, financial, educational, etc.) that are enacted daily in our public schools and how capital (or lack thereof) impacts outcomes for our students. Particularly in situations involving parents and/or students, I think about how capital deficits might be impacting behavior or choices and try to mediate that. I am fortunate to work with a Superintendent who believes in equity. We work together to make sure advantages are not afforded to the “haves” over the “have nots.” This is quite a challenge in the political arena that surrounds every superintendent’s office but it is an integral part of our decision making process.

I keep in touch with several of my cohort members. There are 5 of us who get together every couple of months to discuss changes in our careers/lives and to prod and support the classmates who are working on their dissertations. We always meet at a restaurant where we can take over a quiet corner and talk shop over dinner and drinks. This was very helpful to me as I finished my work. It gave me an informal forum to ask questions, get feedback on my work, and vent about the frustrations inherent in the dissertation process – I highly recommend it to all. I also continue to work with Dr. Leonard as we are developing an administrator program in which the Revere Public Schools will partner with UMass’ LIUS program.

UPCOMING EVENT: “Teaching Globally”

The Center for Innovative Teaching (CIT) is organizing a discussion on “Teaching Globally,” as part of its Spring 2013 Forum Series. The event will take place on April 23 at 2 PM in CC 2540, and features LIUS faculty member Zeena Zakharia, along with colleagues at other Schools. For more information: http://www.umb.edu/news_events_media/events/teaching_globally.
LIUS STUDENT AND ALUMNI ACHIEVEMENTS

Stacey Jones-Mulligan, a fourth-year doctoral student in the LIUS program was named a Barbara L. Jackson Scholar by the University Council for Educational Administration (UCEA) in 2012. This appointment provides her with national distinction, a trip to the annual UCEA convention for two years and access to mentoring by senior researchers.

Katherine Petta, a fourth-year doctoral student in LIUS will present the findings from her dissertation, “Working to Sustain Change: An Examination of Teacher Leadership and its role in Promoting Organizational Learning within three Urban Turnaround Schools” at the annual convention of the New England Educational Research Organization on April 18, 2013.

2011 Ed. Admin. graduate Jessica MacLeod became a principal intern at the Turnaround Leadership Academy for the Boston Public Schools.

LIUS graduate Alan Cron, former vice principal of Milton High School, was appointed Principal of Rockland High School in September 2013.

LIUS graduate David De Ruosi was recently appointed Superintendent of Schools in Malden, MA.

2012 Ed. Admin. graduate Annya Haughton was appointed Vice Principal in the Fall River public school system.

2011 Ed. Admin. CAGS candidate Kristin Burke was hired as the Special Education Team Chairperson for the elementary level in North Reading Public School System.

Yonnette Semple-Dormer, Ed.D, on December 7 2012 addressed the Takoma Academy student body (300 students) and staff to share information about occupational therapy. Since then, she has developed the Occupational Therapy Aide Program for high school seniors and offers the programs to interested high schools wishing to diversify their program offerings. On Thursday, March 21, she will be presenting at a hospital in China on occupational therapy and its role in rehabilitation.

Julie Panchamsingh-Barakat presented her dissertation findings at the 2011 Learning Forward Conference in Indiana, drawing the largest audience, and receiving warm feedback at a workshop titled “Embracing At-Risk Students Early.” She also presented with a group of Boston Teachers at the 2011 China Conference in Beijing and Shanghai with Drs. Yan & Leonard.

Melissa Winchell will be presenting with Prof. Tricia Kress their paper “Living with/in the Tensions: Freire’s Praxis in a High-Stakes World” at the 2013 AERA Annual Meeting, San Francisco.

LIUS EVENT: Visit from Chinese Delegation

In early March, 2013, a Chinese education delegation from the city of Qingdao was hosted by LIUS Professor Wenfan Yan. They were 20 outstanding principals and teacher leaders selected by the city government. This visit was part of their professional development training program, provided by our Institute of International and Comparative Education’s (IICE) and Center for U.S.- China Educational Leadership (CUSCEL). Several LIUS and CEHD faculty members gave presentations to the delegation on a variety of topics.
NEW LIUS PUBLICATIONS


http://dx.doi.org/10.1016/j.ijedudev.2012.06.005


Mundy, K. & F. Menashy (2012). The role of the International Finance Corporation in the promotion of public private partnerships


UPCOMING EVENT: Participatory Action Research Institute at UMass Boston

On May 17-19, 2013 Patricia Krueger-Henney will be directing UMass Boston’s first annual Participatory Action Research Institute. The Institute’s purpose is to foster a supportive academic climate for community engaged scholarship through a weekend-long series of interactive workshops and discussions. From Friday afternoon until Sunday afternoon, Institute participants will be exposed to multiple examples and contexts of participatory action research (PAR) to gain skills and knowledge to integrate a PAR approach in their own scholarship, research, and community work. Applications will soon be disseminated.
NEW BOOKS BY LIUS FACULTY


CONGRATULATIONS!

RECENT DOCTORAL DEFENSES

Alan Cron successfully defended his dissertation, From Legislation to Implementation: Distributing Leadership in Response to the Massachusetts Anti-Bullying Law Of 2010, at a hearing on March 1, 2012. This study provides a rare up-close analysis of school leadership and addresses a significant gap in the literature on distributed leadership. He will graduate in May 2013. Congratulations, Alan!


GOOD NEWS!

Liz Paulsen and her husband Marc, welcomed their first child on February 24, 2013, a girl named Amalia Izumi Tonogbanua. She weighed 7 lbs 14 oz and was 20 inches long. Congratulations, Liz!

Congratulations, Julie Panchamsingh-Barakat, on the birth of her first granddaughter, Ahlayna Ali-Taliento!

Jack Leonard was pleased to welcome another grandchild in January 2013, Jacob Tyler Leonard, now giving him one grand-daughter and three grandsons. Congratulations, Jack!

Joe Check welcomed his granddaughter Cecilia Grace Ayala, who was born January 25, 2013, joining her sister Sophia, who is 3 ½. Congratulations, Joe!

For more information on our programs, visit: http://www.umb.edu/academics/cehd/leadership

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If you have items to be included in the next issue of LIUS NEWS, please contact the editor: francine.menashy@umb.edu.