



POLITICS OF EDUCATION ASSOCIATION

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Politics of Education Association Business Meeting & Social

Date: Thursday, April 12

Time: 6:15 pm to 7:45 pm

Place: Marriot Chicago Downtown, Michigan State,
Sixth Floor

Keynote Speaker: William Boyd—

**Insurmountable Obstacles? The Evolution of
Education Policy and Politics in the United States,
1950 to 2007.**

Feature ~

Politics of Community: Local, State, and Federal Sources of Community and Influence.

John Sipple¹
Cornell University

In trying to improve educational research, policy, and practice, it behooves us all to better understand the communities in which teachers participate, and how the work of researchers and policymakers shapes - or fails to shape - (for better or worse) the practice of educators. It is important that we, as a community of scholars, explore and understand how political, policy, and practical messages interact with the practice of teachers.

In the fall of 2006 at the Annual Conference of the University Council of Educational Administrators in San Antonio, Texas, many of us listened as Richard Elmore described the functional difference between the professional community of

¹ John Sipple is an Associate Professor and Director of Graduate Studies in the Department of Education at Cornell University. He has been a member of the department since 1998. His research interests are in the responses of public school districts to changes in state and federal policy. Central to his work are issues of leadership and organizational change and how they relate to learning opportunities for students across racial, socioeconomic, and geographic lines. He teaches courses on the organizational, social, and political contexts of American education and school reform.

educators and that of other professions.² His central point was how educators equate professionalism with *individual* autonomy. This is in contrast to how surgeons and pilots equate their professionalism with *group* autonomy. The latter emphasizes how the group (i.e., profession) is autonomous by setting their own entry/practice/exit standards, and has the functional effect of guiding and constraining the practice of individuals within the profession. Conversely, Elmore described how teachers often argue they should not be constrained in their practice (e.g., by parents, colleagues, administrators, policymakers) because they are in fact “a professional.” More than delineating the different views of professionalism, Elmore’s description begs the question of what is it that shapes and constrains the decisions and behaviors of educators.

In describing the “search for information” by teachers to improve their practice, a study by Gross, Kirst, Holland, and Luschei (2005) found that beyond the limitations associated with scarce resources, “teachers and administrators often showed almost no awareness that they could or should look beyond their experience or their colleagues for information on new strategies, and they showed little knowledge of how to do so” (p. 68). More recently, McDermott (2007) nicely highlights the politics of standards-based reform, and how multiple interpretations and explanations for standards-based reform exist, all of which results in variability of policy implementation.

In this brief essay, I explore the range of guidance and constraint on teacher practice with special attention to the various conceptions and delineations of community. I raise questions about how politics and policy impact the nature and scope of the community(ies) in which educators participate. In so doing, I link diverse literatures to motivate conversation, debate, and improved research in the Politics of Education.

My colleagues and I have been studying the politics of community for years; not intentionally,

² See <http://ucea.org> for the streaming video of Elmore’s talk.

but inadvertently. On the surface we were studying policy implementation, organizational responses to uniform state policy, teacher commitment, school reform, institutionalism, capacity building, and equity (Killeen & Sipple, 2005; Sipple, 1999; Sipple, 2004; Sipple & Killeen, 2004; Sipple, Killeen, & Monk, 2004). In all of this work, however, the social environment played a key role in shaping and constraining the actions and decisions of local educators. In more recent years, we have been trying to not just control for, but actually measure the environment that shapes and constrains individual and group behavior across time and space. In short, we find ourselves exploring a set of theoretical and empirical challenges targeting the nexus between local ecological communities and broader professional communities; between local politics and non-local policy; between qualitative and quantitative research; between political liberals and conservatives.

Community

Community is a term widely used in many disciplines to describe attachments between individuals or among groups. What makes these attachments important is the generation and sharing of information within communities and how this ultimately shapes practice. Often described as local, horizontal, vertical, and/or professional communities, they are not mutually exclusive and often exist simultaneously in practice. Moreover, participation in multiple communities generates complexity and uncertainty in trying to meet the needs of the various constituencies.

Rather than debating which community is most salient, it is the aim of this essay to argue for recognition and examination of the tensions between various community arrangements and the multiple interactions between community, politics, policy, and practice. I will first describe three diverse conceptions of community. I follow this by sharing relevant data from my own work, and conclude with a discussion about how politics and policy intentionally or inadvertently shape the practice of researchers and educators.

Local cultural and ecological communities:³

Local context matters and is essential for local educators to involve parents and local leaders in the creation of a school community. Rooted in the notion that children only learn in safe and relevant settings, linkages between educators and community members are central to a valuable school experience, even when it highlights conflict between communities (Achinstein, 2002). Only with special attention to local cultural and ecological communities, can educators meet the needs of their students. Rather than falling in the trap of a “deficit” model of instruction by highlighting the need to overcome deficiencies in children, families, and neighborhoods, researchers argue that understanding the strengths of students’ communities is the key to educating students. In this context, guidance from broader professional associations or adherence to state or national reform agendas and prescriptions is at best irrelevant and at worst harmful to the education of the children in local communities.

Is there any evidence of variation in community involvement in key school decisions? My own work in New York State details the variation in involvement of key agents internal and external to the district (Sipple, 2004). The involvement of these agents (state, union, local community) in important programmatic decisions varies considerably by location (urban/suburban/rural) and wealth of the local community. My study found that in New York, the state and the teachers’ union have significantly greater involvement in poor and urban districts. In wealthy and suburban districts, union involvement is far below average and the local community exhibited above average involvement. Rural districts have surprisingly low levels of local community involvement though have the highest rates of involvement of regional education service agencies.

³ Rather than take the time to review the vast array of literature on this notion of community (Arum, 2000; Ladson-Billings, 2001; Riehl, 2000), I offer a single tangible illustration of this delineation of community.

Further illustrating the importance of context and the local ecological community are findings from the work of the National Science Foundation’s Rural Systemic Initiative that targets regions of “persistent rural poverty.” Boyer (2006) describes the impact of the initiative on native populations in Alaska. Rather than relying on the typical “pre-packaged, one-size-fits-all solution” offered by states and other reform agencies, this set of reforms in Alaska allowed communities to devise their own approach to reforming the local schools, emphasizing local needs and resources. The goal of the reform includes improved math and reading proficiency but must also “ultimately serve to strengthen whole tribal communities” (p. 15).

Encouraged by the size of their population, Boyer’s study shows how native communities guided the standards-setting movement, deriving a set of culturally based standards. These include detailed plans for teachers, parents, elders, and board members that promote the integration of cultural knowledge in schools. Endorsed by the Alaska Board of Education, the standards are a voluntary alternative to the regular state curriculum content standards. Central to this community building is a serious and sustained effort to “define what education means for a community.” Eventually such an effort is argued to result in improved test scores, though its immediate priority is to assess “essential preconditions for academic improvement: *community engagement* in school reform and *productive collaboration* with local school leaders” (p. 18, emphasis added).

Local communities of professional practice

It is imperative to reduce teacher isolation by bringing teachers together to create vibrant communities of professional or instructional practice. The development of linkages among educators to generate a stimulating community of practice in a given department or school can go a long ways toward increasing teachers job satisfaction and commitment, reducing turnover, and improving educational practice (Buysse, Sparkman, & Wesley, 2003; Riehl & Sipple, 1996).

There has been a wealth of research built upon the work of Lave and Wenger (1991) and their concept of *communities of practice* (COP). This line of research emphasizes the critical importance of social learning for teachers, and hence the need to reduce isolation and build their sense of a local professional community. Supovitz (2002), however, argues that emphasis on professional teacher communities benefits the teachers more than the students and has little or no effect on student learning. Yet without explicit organizational structures, cultures of instructional exploration, ongoing professional learning opportunities, guidance and focus on instructional issues, gains in student achievement are lost. Highly regarded models of Communities of Practice find that the COP is beneficial for teachers and researchers ultimately benefiting the students (Palincsar, Magnusson, Marano, Ford, & Brown, 1998). Buysse, Sparkman & Wesley describe three COP models focused on common purposes, membership, and connections with the larger community (see Table 1, p. 269). Of interest here is the composition of the communities, which only include teachers, researchers, and preservice teachers but do not provide discussion of any connection with a larger community.

Broad communities of regulated and normative practice

Linkages within broader organizational fields or institutional sectors provide a common language, structure, and rationale for schools. Researchers argue that these communities help to explain the remarkably similar structure of and practice in schools across broad conceptions of time and space. Some refer to these as organizational fields (DiMaggio & Powell, 1983) or institutional sectors (Meyer, Scott, & Deal, 1992; Scott, 2000). They serve both as a source ideas, practices, and organization and create carriers through which messages are transferred across organizations. Scott pushes further and identifies three pillars of environmental guidance (regulative, normative and cultural cognitive) that serve to generate more similarity than difference across organizations of the same type. While there have been many case studies detailing how these institutional pressures

shape and constrain the behavior and decisions of educators (Ogawa, Sandholtz, Martines-Flores, & Scribner, 2003; Rusch, 2005; Sipple, 1999), our study in New York offers a unique analysis of the variability of institutionalized messages measured horizontally and vertically across the state (Killeen & Sipple, 2007). Our findings confirm the common belief that teachers and administrators live in different worlds, with the variability most pronounced across the horizontal layers of the system (i.e., teachers across districts respond commonly, superintendents respond commonly, but teachers respond quite differently than superintendents). Of importance, is that variability of response does not vary by wealth or demographics, but by the layer of the system (by teacher or superintendent).

Research and Policy Implications

Of course, Buysse et al.'s three manifestations of community are not exhaustive or mutually exclusive. It is not hard to find evidence that all three are present in the professional lives of teachers. However, it is my contention here that research and policy often target one community at the expense of others. Thus, depending on the politics, one (or two) manifestations of community are privileged at the expense of the others.

More comprehensive perspectives and analyses on the communities in which educators participate is not only important for research and policy, but is central to identifying and understanding the tremendously complex demands on schools and teachers. Somehow, we as a society must ensure that the public educational system attends to the local needs of children immersed in unique communities, the needs of isolated teachers, and the needs of widespread social, legal, regulatory, and professional ideals and practices. A tall order to be sure. But, if we do not, the chances that we meet the needs of local communities, the body of committed educators, the expectations of state and federal governments and the broader society are slim.

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ANNOUNCING THE 2007 POLITICS OF EDUCATION YEARBOOK: *THE POLITICS OF PRIVATIZATION*

The 2007 Politics of Education Yearbook, *The Politics of Privatization*, edited by Katrina Bulkley and Lance Fusarelli, has recently been released and contains eleven articles covering various aspects of privatization in education. The Yearbook features an overview article on privatization by Bill Boyd, as well as articles addressing the following issues: charter schools (Sandra Vergari; Natalie Lacireno-Paquet & Thomas Holyoke), vouchers (Chad d'Entremont & Luis A. Huerta; Douglas Harris, Carolyn Herrington, & Amy Albee), homeschooling (Bruce S. Cooper & John Sureau), NCLB (Lance Fusarelli), regime politics in Philadelphia (Katrina Bulkley), school restructuring (Lauren Morando Rhim), and privatization of schooling in England and Wales (John Fitz & Thaker Hafid), with a conclusion/critique by Guilbert Hentschke and Priscilla Wohlstetter.

MESSAGE FROM THE PRESIDENT:

BRUCE S. COOPER
FORDHAM UNIVERSITY

GREETINGS PEA MEMBERS:

We've had a great year! We are growing our membership, building new programs, and working hard to serve our members through new outreach initiatives. This message is our chance to share these developments with you and to get your ideas and suggestions! Please email me at bruce.cooper@mac.com to share your ideas for how we can serve you better. Here are some developments from the preceding year.

Teaching the Politics of Education

We have established for the first time a "place" on the PEA Website to put your teaching syllabi, course assignments, reading lists, and handouts. We see this as a location where you can go for help in preparing and updating your teaching materials. It is a work in progress, so, please, send your great politics of education teaching materials to Dana Mitra at Penn State (dmitra@psu.edu). We are calling this on-line initiative, *Politics of Education Teaching Services*, or POETS, and giving \$300 to the faculty member who submits the best syllabus—so compete and send us your course materials by May 15th 2007.

Publicizing your new books and articles

We now have a way of telling each other about our politics of education books and articles. We are including a new section devoted to publications in the PEA Bulletin. This section will include authors' names, the book or article's title, and a 100-word summary of your new books and articles. We are also interested in reviewing your new books on the politics of education, so please help us by suggesting books in our field and volunteering to write a book review for the Bulletin.

Increasing Our Membership

Since PEA was reconstituted into Division L—Policy & Politics and is now a SIG we have worked to find and sign up new members (and some of the former ones). I am proud to announce that based on dues paid in 2006, PEA now has 226 members; so, if you are not paid up, either directly, or through AERA, please join (OR rejoin) us. We need your participation and help. (See forms for joining at the end of this bulletin).

Preparing for AERA and PEA Business Meeting

John Sipple, our able AERA program chair for PEA, has put together a great program for AERA in Chicago. Take a look at our sessions. We hope to see everyone there! In particular, I want to call your attention to our Annual Business Meeting. It is important to attend and contribute ideas and support. (See the agenda at the end of this bulletin.)

PEA Yearbook 2007

In 2007, we have two wonderful PEA yearbooks coming out. One is edited by Katie Bulkley & Lance Fusarelli. It is on the "Politics of Privatization" and is being published by Educational Policy. It fills a real need in the field. And the other, to be published as a special issue of the Peabody Journal of Education 2007 is entitled, "The Media, Democracy, and the Politics of Education." It is edited by Cynthia Gerstl-Pepin & Darleen Opfer. This collection helps us to understand the role the media plays in educational politics. We are also now distributing the 2006 yearbook edited by Andrea Rorrer and Catherine Lugg on social justice in education.

PEA Handbook

Lance Fusarelli, Jim Cibulka, and I are pulling together the 24 chapters of the Politics of Education Handbook: Theory, Practice, and the Future, which is being published by Lawrence Erlbaum (recently bought by Taylor & Francis, in England). We appreciate everyone's hard work in contributing to the volume, and hope we can put it to bed this winter.

UCEA

I want to thank Carolyn Herrington, Dean at the University of Missouri-Columbia, for her

generosity in sponsoring our breakfast at the UCEA meeting. It was wonderful to see so many PEA members and to make progress in planning our future. We shall continue this work—and need your participation—at the annual PEA meeting in Chicago at AERA. Please plan to be with us.

PEA Bulletin: 2007

The *PEA Bulletin* is growing and increasing its outreach to the field. We much appreciate the creative work of the Bulletin’s co-editors, Jeffrey Brooks and Stacey Rutledge, and managing editor Kyle Ingle from the warm climes of Florida State University. Jeff, Stacey, and Kyle have helped to build a key organ of PEA that allows us to publish short pieces, convey news and reports on PEA activities, and now to review books and papers in our field. I cannot thank them enough.

PEA Awards 2007

I want to thank Dorothy Shipps and the Awards Committee for their diligence and hard work in recognizing quality scholarship in the politics of education. She will speak with more detail later on in this bulletin, so make sure to read her report for updates on the 2007 awards given by PEA.

As you can see PEA is very busy, so don’t sit there. Join us, re-join us, spread the word, and participate!

Bruce S. Cooper
President, PEA
Fordham University, NYC



Division L Business Meeting & Social
Date: Thursday, April 12
Time: 5:00pm – 7:00pm
Place: Hyatt Regency Chicago,
Columbus Hall, Section K, East
Tower - Gold Level

OF INTEREST...

Please send updates on grants, awards, moves, and promotions to Kyle Ingle, Managing Editor at wki02@garnet.acns.fsu.edu

Congratulations to Jeffrey Brooks of Florida State University, who has been appointed the Editor of *School Leadership News*, AERA’s Division A Newsletter.

Dorothy Shipps would like to announce that she has moved from Teachers College to the School of Public Affairs, Baruch College, City University of New York, where she continues to teach educational policy courses and prepare leaders in urban schooling. She can be reached at:

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Congratulations to Kyle Ingle of Florida State University who has accepted a faculty position in the School of Leadership and Policy Studies at Bowling Green State University in Ohio.



**ANNOUNCING THE
PEABODY JOURNAL OF EDUCATION
POLITICS SERIES 2007:**

***THE MEDIA, DEMOCRACY, AND THE
POLITICS OF EDUCATION***

PEA is pleased to announce the *Peabody Journal of Education Politics Series 2007*, co-edited by Cynthia Gerstl-Pepin & Darleen Opfer. The focus of this special issue is not to enter the fray in the debate over media bias, but instead to draw attention to the important role that the media plays in educational politics; and to make a case for research that is attentive to the intersection of educational politics and media coverage. In order to understand the role the media plays in educational politics, it is useful to consider the media's role in a participatory democracy. The concept of the news media as "thin" public sphere serves as a pragmatic theoretical lens through which to examine the possibility that the media might play a critical, but limited role in participatory democracy. The articles in this special issue of the Peabody Journal of Education share an interest in critically examining the media's role in shaping the public's understanding of school reform and educational policy. The articles explore two major themes; 1) media (mis)representations of educational politics, and 2) fostering media literacy via education and research.

Section 1: Media [Mis]Representations of Educational Politics

Educational myth-making with 'due accuracy and impartiality'? A current affairs TV episode in the U.K.

Michael Wallace, University of Bath (U.K.)

How the media misleads the story of school consumerism

Kieran Killeen, University of Vermont

False equivalency: Think tank references on education in the news media

Eric Haas, University of Connecticut

Section 2: Fostering Media Literacy: Our Role as Educators and Researchers

Media, educational policies and practices: Political spectacle and social control

Gary L. Anderson, New York University

Boston Public as public pedagogy: Implications for teacher preparation and school leadership

Linda Tillman, University of North Carolina at Chapel Hill
James Trier, University of North Carolina at Chapel Hill

The media as educators, educational research, and autonomous deliberation

Michelle S. Moses, University of Colorado, Boulder

Developing a research agenda on the media and education

V. Darleen Opfer, University of Cambridge (U.K.)



Are you a new junior faculty member or advanced graduate student going to Chicago? If so, you are invited to...

Division L's Junior Faculty Mentoring Seminar "Keys to Professional Success in Educational Policy"

Date: Monday, April 9

Time: 8:00 am – 10:30 am

Place: Sheraton, Arkansas, Level 2

Division L's Fireside Chat: "In Pursuit of Quality: Through Education Policy and Research"

Date: Tuesday, April 10

Time: 8:15 am – 10:15 am

Place: Hyatt Regency Chicago, Atlanta, West Tower - Gold Level

Breakfast will be provided at both events

RECENT PUBLICATIONS

NOTE...This is a new section that has been added to the PEA Bulletin. In order to keep the membership abreast of new scholarship on the politics of education, please send us news of recent publications (monographs, chapters, peer-reviewed articles, and reports) to Kyle Ingle, Managing Editor at wki02@garnet.acns.fsu.edu

Your submission should include the author(s)' name(s), the title, a 100-word summary, and a full citation.

District Leadership in Radical Reform: Philadelphia's Experience under the State Takeover, 2001-2006.

Bill Boyd, Jolley Christman , and Elizabeth Useem

The most daunting challenge in educational leadership today—and probably in local or state government generally—is the reform of large urban school districts. Recognizing the repeated failure of many conventional approaches to improving urban districts, reformers have turned to increasingly radical ideas. Since 2001, the School District of Philadelphia has served as a prime example and living laboratory for radical reform of a large urban school system.

A full report has also been published by Research for Action, a policy research center in Philadelphia: *The Role of District Leadership in Radical Reform: Philadelphia's Experience under the State Takeover, 2001-2006.* It can be found online at: <http://www.researchforaction.org/publication/details/238>

Boyd, W.L., Christman, J. B., & Useem, E. (2006, November 28) District leadership in radical reform: Philadelphia's experience under the state takeover, 2001-2006. *TC Record*. Available online at: <http://www.tcrecord.org/Content.asp?ContentId=12858>

Useem, E., Christman, J. B., & Boyd, W. L. (2006). *The Role of District Leadership in Radical Reform: Philadelphia's Experience under the State Takeover, 2001-2006.* Philadelphia: Research for Action. Available online at: <http://www.researchforaction.org/publication/details/238>

"Expanding the Moral Community" or "Blaming the Victim?": The Politics of State Education Accountability Policy.

Kathryn A. McDermott

Advocates of educational accountability policies say that the policies are intended to use the state's authority to ensure equal educational opportunity. Opponents make essentially the opposite claim, that expanded state power is intended to disempower local communities and to single them out for blame, in response to larger political and economic imperatives. This article analyzes the enactment of educational accountability policies in four U.S. states, drawing upon legislative documents, hearing and debate transcripts where available, and press coverage. The analysis concludes that policymakers did intend to make the public education system more equitable. However, the results of the policies as implemented show a significant gap between aspirations and results. This gap increases the accountability-policy critics' credibility.

McDermott, K.A. (2007) "Expanding the moral community" or "blaming the victim?": The politics of state education accountability policy. *American Educational Research Journal*, 44(1), 77-111.

School Diversification in Second-Best Education Markets: International Evidence and Conflicting Theories of Change.

Christopher Lubienski

Choice and competition are intended to force schools to innovate and diversify. However, evidence suggests that schools are not responding to competitive incentives as expected: (1) schools often embrace traditional classroom practices; (2)

innovations in administration tend to enable schools to more effectively shape their enrollment; and (3) public-sector policies, not competitive pressures, produced the most innovation. The analysis considers the predominant theoretical perspective on organizational change, and points to difficulties in applying this reasoning to education. The peculiar nature of public education as a "second-best" market corrupts the incentives intended by reforms that impose market-style competition on schools.

Lubienski, C. (2006). School diversification in second-best education markets: International evidence and conflicting theories of change. *Educational Policy*, 20 (2), 323-344.

Incentives for School Diversification: Competition and Promotional Patterns in Local Education Markets.

Christopher Lubienski

This analysis examines school responses to competition in two local education markets representing a mix of public (including charter) and private schools. School promotional signals to consumers illuminate school responses to underlying competitive incentive structures — incentives that reformers intended to encourage programmatic improvement and diversification of options along a horizontal axis of diverse consumer preferences. A review of marketing materials demonstrates that many schools are instead adopting strategies designed to attract "better" students. These patterns of vertical differentiation suggest that schools may be acting in ways that reflect contradictory incentives shaping how schools engage the marketplace.

Lubienski, C. (2006). Incentives for school diversification: Competition and promotional patterns in local education markets. *Journal of School Choice*, 1 (2), 1-31.

School Choice and Privatization in Education: An Alternative Analytical Framework.

Christopher Lubienski

Debates highlight the question of whether or not parental choice of schools represents a form of privatization. This analysis demonstrates that these debates in education are largely around supply-side issues important in other sectors undergoing privatization. However, this thinking from other sectors neglects the counter-dynamic in education: the way education is provided can determine its nature as a public or private good. This is apparent not in ownership, but in modes of control, where educational decision-making is privatized. This analysis demonstrates that debates over the issue obscure the unique patterns that characterize the growing influence of private interests in education.

Lubienski, C. (2006). School choice and privatization in education: An alternative analytical framework. *Journal for Critical Education Policy Studies*, 4 (1).

School Sector and Academic Achievement: A Multi-Level Analysis of NAEP Mathematics Data.

Sarah Theule Lubienski and Christopher Lubienski

This analysis compares mathematics achievement in public, charter, and private schools. The study utilizes 2003 NAEP data on more than 166,000 4th graders and 131,000 8th graders across thousands of schools. Using hierarchical linear models to control for student- and school-level demographics, the analysis indicates that the relatively high raw scores of private schools are more than accounted for by student demographics. In fact, after controlling for demographic differences, the private school advantage disappeared, and even reversed in most cases. These findings raise questions about reform models that seek remedies in parental choice, autonomy, and competition.

Lubienski, S. T., & Lubienski, C. (2006). School sector and academic achievement: A multi-level analysis of NAEP mathematics data. *American Educational Research Journal*, 43 (4), 651-698.

A Review of "On the Public-Private School Achievement Debate."

Christopher Lubienski and Sarah Theule Lubienski

A Harvard University report questions findings of a recent federal study of student achievement in public and private schools. The federal study found academic achievement of public school students to be similar to that of students in private schools. While this questions the perceived wisdom regarding the inherent superiority of private schools, the Harvard paper produced a different conclusion by introducing "alternative models" for the analyses. However, the Harvard re-analysis used faulty variables, failed to account for missing data, and produced weaker estimates of student achievement. Therefore, the evidence and claims in the paper are critically flawed.

Lubienski, C., & Lubienski, S. T. (2006). *A Review of "On the Public-Private School Achievement Debate."* Educational Policy Research Unit, Education Policy Studies Laboratory, Arizona State University. <http://epsl.asu.edu/epru/ttreviews/EPSSL-0608-207-EPRU.pdf>

Leadership: Superintendents and School Boards in Changing Times.

George Petersen and Lance Fusarelli

Fourteen American academics contribute nine chapters examining the complexity of educational policy development and implementation at the local district level. Topics covered range from power, influence, and the superintendency, school boards and interest groups, non-educators becoming

superintendents, board turnover, and systemic leadership.

Petersen G. J. & Fusarelli, L. D., (Eds.). (2005). *The Politics of Leadership: Superintendents and School Boards in Changing Times*. Greenwich, CT: Information Age.

Untenured, Uncensored: The Truth About the First Years of Teaching and How to Survive Them.

Amy Sutton Mahoney and Christopher Purr

Untenured, Uncensored is a tell-all guide to the euphoric highs and unimaginable lows of the lives urban and suburban new teachers. The authors bare the naked truth of their own blunder-laden first years in order to help new teachers, those who think they may want to become new teachers, and those in the business of preparing, mentoring, supervising and hiring new teachers see the realities that cannot be conveyed through the typical college education class. Through their stories, tips, and administrative analysis Mahoney and Purr hope to save new teachers from making the same rookie mistakes they made.

Mahoney, A. S. & Purr, C. (2007). *Untenured, Uncensored: The Truth about the First Years of Teaching and How to Survive Them*. Lanham, MD: Rowman & Littlefield Education.

Domesticating a Revolution: No Child Left Behind Reforms and State Administrative Response.

Gail L. Sunderman and Gary Orfield

In recognition of the increased demands facing state education departments in this accountability-focused era, Gail L. Sunderman and Gary Orfield present results from a study on the response of these agencies to the No Child Left Behind Act (NCLB). In this article, Sunderman and Orfield analyze issues of state capacity, compiling data from

interviews, policy and program document analysis, and budget and staffing information. They find that state education departments, which are tasked with intervening in underperforming schools to ensure 100 percent proficiency for all students under NCLB, may not have the necessary human and financial resources or organizational capacity to adequately meet their increased responsibilities. In addition to issues of capacity, structural, functional, and political factors all limit the ability of state education departments to completely fulfill their new administrative roles. Sunderman and Orfield suggest that state education departments have shown good faith in their responses and suggest that the federal law turn its attention to necessary infrastructure improvement instead of further increased responsibilities.

Sunderman, G.L. & Orfield, G. (2006). Domesticating a revolution: No Child Left Behind and state administrative response. *Harvard Educational Review*, 76 (4), 526-556.



AWARDS COMMITTEE REPORT
DOROTHY SHIPPS
BARUCH COLLEGE, CUNY

The Awards Committee is pleased to announce Dr. Deirdre Martinez as recipient of the Outstanding Dissertation in the Politics of Education for 2006-07. Dr. Martinez' dissertation is entitled, *Interest Group Goal Formation: The Response to Charter Schools by NCLR and LULAC* and was prepared under the direction of Margaret E. Goertz (Sponsor), Matthew Hartley, and Enrique G. Murillo, Jr. at the University of Pennsylvania. Dr. Martinez is anticipating the publication of this manuscript by SUNY Press.

Dr. Martinez was chosen from among four terrific finalists: Frank D. Grossman (PhD), Teachers College, Columbia University, Aaron M. Pallas, sponsor -- and incidentally this year's winner

of the Division L dissertation award-- Erik C. Ness (Ph.D.) Vanderbilt University, Michael K. McLendon, sponsor, and Seth David Halvorson (Ph.D.), Teachers College, Columbia University, Robert O. McClintock sponsor. These four exemplary dissertations stood out among fourteen fine nominations.

We are also pleased to announce Donald H. Layton as the recipient of the David L. Colton Award for devoted service to the development and history of the Politics of Education Association. This award is given infrequently and is a special honor for the Awards Committee to bestow. Congratulations!

The committee members also deserve recognition for all the hard work throughout the year in seeking nominations for several different awards, developing the vetting processes, ranking applications, reading dissertations and faculty scholarship, and debating among itself over the inevitably difficult task of selecting award winners. The committee:

- Dorothy Shipps, Chair of the Awards Committee, School of Public Affairs, Baruch College, CUNY
- James Cibulka, Chair of the Colton Award Subcommittee, University of Kentucky
- Douglas Mitchell, University of California at Riverside
- Hanne Mawhinney, University of Maryland
- Eric Freeman, Georgia State University
- Bonnie Fusarelli, North Carolina State University

...And kudos to Bruce Cooper, President of PEA who is always willing to fill in, encourage nominations, debate finalists, and offer publication support to dissertation award winners! We plan to honor all this year's award winners at our PEA meeting at AERA in Chicago. See you there.

-Dorothy Shipps
School of Public Affairs, Baruch College, CUNY

PUBLICATIONS COMMITTEE REPORT

KATHRYN A. MCDERMOTT
UNIVERSITY OF MASSACHUSETTS

The Publications Committee coordinates the PEA research publications, which at this point consist of the PEA Yearbook, published as a special issue of *Educational Policy*, and a biannual special edition of the *Peabody Journal of Education*. The Yearbook and the *Peabody Journal* issue each have a unifying theme and are edited by a person, or more usually a team of two or three people, chosen through a review of proposals by the committee members. The editorial teams have often combined senior- and junior-level scholars.

We are pleased to announce the publication of the 2007 Yearbook and *Peabody Journal* special issue. The Yearbook is *The Politics of Privatization*, edited by Katrina Bulkley of Montclair State University and Lance Fusarelli of North Carolina State University. The *Peabody Journal* issue is *The Media, Democracy, and the Politics of Education*, edited by Cynthia Gerstl-Pepin of the University of Vermont and V. Darleen Opfer of the University of Cambridge.

Later this year, the committee will be selecting editors for a Yearbook and a *Peabody Journal* issue, both for publication in 2009. Several of us have edited one or both PEA publications, and found the experience quite rewarding. There's still plenty of time before the deadlines for proposal submission, which this year are May 15 for both the 2009 Yearbook and the *Peabody Journal* issue.

The AERA Annual Meeting is a great opportunity to discuss ideas for themes and identify possible contributors to either a Yearbook or a journal issue. Proposals do not have to include the names of all contributors, or have contributors confirmed, when they are submitted, but the sooner you can get started on this process, the better. Feel free to ask any of the committee members, listed below, for more advice about the process.

Our committee:

Kathryn A. McDermott, University of Massachusetts, Chair
Ana Martinez Alemán, Boston College
James Cibulka, University of Kentucky
John Fitz, University of Cardiff (UK)
Gerardo Lopez, Indiana University
Catherine Lugg, Rutgers University
V. Darleen Opfer, University of Cambridge (UK)

TREASURER'S REPORT

VINCENT ANFARA
UNIVERSITY OF TENNESSEE-KNOXVILLE

The Politics of Education SIG currently has 191 members who are officially recognized by AERA: 151 of these have paid their membership dues for a single year and 40 have paid for a two-year period. Membership dues are \$40.00 per year. PEA members are encouraged to join our special interest group at the same time they join or renew their AERA membership. I am still receiving a small number of checks (approximately 10 per year) from PEA members who are not also AERA members.

As of the latest communication (11/16/06) from AERA, we had \$14,440.00 in our AERA account. We also have a private banking account which has a minimal amount of money in it and is being used to deposit checks from non-AERA members.

Since AERA 2006, we have spent PEA money on two breakfasts (approximately \$810.00) that we sponsored at the UCEA Annual Conference in San Antonio. We also paid for the special issue of *Educational Policy* (approximately \$1,936.00) that was guest edited by Andrea K. Rorrer and Catherine A. Lugg.

I look forward to seeing you in Chicago.

Vince Anfara, PEA Treasurer



SELECTED AERA SESSIONS & INDIVIDUAL PRESENTATIONS

Compiled here is a list of AERA sessions and individual presentations that may interest our members. Please note that these could not be reviewed on the basis of quality or content; rather, these sessions and individual presentations comprise those that were generated by a subject search of the AERA program using the term "politics."

-Kyle Ingle, Managing Editor

SESSIONS (See AERA Conference Program for presenters' names)

Higher Education and the World: International Education and the Politics of Experience

Unit: Division J-Postsecondary Education
Sub Unit: Section 5: Society, Culture, and Change
Session type: Symposium
Time: Wed, Apr 11 - 8:15am - 9:45am
Place: Marriott Chicago Downtown, Lake, Second Floor

Interests, Politics, and Policy

Unit: Division L-Educational Policy and Politics
Sub Unit: Division L: Educational Policy and Politics
Session type: Paper Discussion (formerly known as Roundtables)
Time: Mon, Apr 9 - 12:50pm - 1:30pm
Place: Hyatt Regency Chicago, Grand Ballroom, Sections C-D South, East Tower - Gold Level

Making It As Muslims in the West: The Geopolitics of Gender, Race, and Education

Unit: Division G-Social Context of Education
Sub Unit: Section 2: Multicultural Contexts of Education Within and Across Subject Areas
Session type: Symposium
Time: Thu, Apr 12 - 10:35am - 12:05pm
Place: Hyatt Regency Chicago, Horner, West Tower - Silver Level

Media and Educational Politics and Policies

Unit: Division L-Educational Policy and Politics
Sub Unit: Division L: Educational Policy and Politics

Session type: Symposium
Time: Tue, Apr 10 - 4:05pm - 5:35pm
Place: Marriott Chicago Downtown, Chicago Ballroom, Section G - Fifth Floor

Policies and Politics of Credentialing

Unit: Division L-Educational Policy and Politics
Sub Unit: Division L: Educational Policy and Politics
Session type: Paper Session
Time: Mon, Apr 9 - 12:00pm - 1:30pm
Place: Sheraton Chicago Hotel & Towers, Colorado, Level 2

Politics and Qualitative Inquiry

Unit: SIG-Qualitative Research
Session type: Paper Session
Time: Tue, Apr 10 - 2:15pm - 3:45pm
Place: Marriott Chicago Downtown, Chicago Ballroom, Section H - Fifth Floor

Politics of Education - SIG Business Meeting

Unit: SIG-Politics of Education
Session type: Business Meeting
Time: Thu, Apr 12 - 6:15pm - 7:45pm
Place: Marriott Chicago Downtown, Michigan State, Sixth Floor

Politics of Standards and Instruction

Unit: Division L-Educational Policy and Politics
Sub Unit: Division L: Educational Policy and Politics
Session type: Paper Session
Time: Thu, Apr 12 - 8:15am - 9:45am
Place: Sheraton Chicago Hotel & Towers, Huron, Level 2

Selected Papers in the Politics of Education

Unit: SIG-Politics of Education
Session type: Paper Discussion (formerly known as Roundtables)
Time: Mon, Apr 9 - 4:55pm - 5:35pm
Place: Hyatt Regency Chicago, Grand Ballroom, Sections C-D North, East Tower - Gold Level

The Interaction of Theory and Policy in the Politics of Education

Unit: SIG-Politics of Education
Session type: Paper Session
Time: Fri, Apr 13 - 12:25pm - 1:55pm
Place: Hotel Inter-Continental Chicago, Exchange, Eleventh Floor

The Politics of Privatization: Selections from the 2007 Politics of Education Association Yearbook

Unit: Division L-Educational Policy and Politics
Sub Unit: Division L: Educational Policy and Politics
Session type: Interactive Symposium
Time: Wed, Apr 11 - 12:25pm - 1:55pm
Place: Sheraton Chicago Hotel & Towers, Superior, Level 2

Unintended Consequences of Policy and Politics
Unit: Division L-Educational Policy and Politics
Sub Unit: Division L: Educational Policy and Politics
Session type: Paper Session
Time: Tue, Apr 10 - 8:15am - 10:15am
Place: Hyatt Regency Chicago, Plaza Ballroom, Section B,
East Tower - Green Level



INDIVIDUAL PRESENTATIONS (See AERA Conference Program for presenters' names)

Monday

***Politics and Policy: Factors Advancing and Constraining
Mathematics Reform in a Rural District***

In Session: Down in the Delta: Improving Mathematics
Education for African-American Students in the Rural South
Session Type: Symposium
Time: Mon, Apr 9 - 12:00pm - 1:30pm
Place: Hyatt Regency Chicago, New Orleans, East Tower -
Gold Level

***Rethinking Resistance: Interpreting Infrapolitics at an
Urban High School***

In Session: Add Water and Stir: Rethinking Race and Class in
School
Session Type: Paper Session
Time: Mon, Apr 9 - 12:00pm - 1:30pm
Place: Marriott Chicago Downtown, Chicago Ballroom,
Section G - Fifth Floor

***"Is That a Wedding Ring?" A Look at the Panopticons of
Identity Politics Lived by Closeted Gay School
Administrators Serving Homophobic Communities***

Session Type: Paper Session
Time: Mon, Apr 9 - 2:15pm - 3:45pm
Place: Marriott Chicago Downtown, Iowa, Sixth Floor

***Politics, Power, and the Social Construction of American
Indians in Four Southwestern States' Higher Education
Strategies***

In Session: Perspectives in American Indian Education
Session Type: Paper Discussion (formerly known as
Roundtables)
Time: Mon, Apr 9 - 2:15pm - 2:55pm
Place: Hyatt Regency Chicago, Grand Ballroom, Sections C-D
South, East Tower - Gold Level

***Which Boys? Which Girls? Gender, Social Class, and the
Politics of the "Boy Crisis"***

In Session: Critical Perspectives on the "Boy Crisis" in U.S.
Schools
Session Type: Symposium

Time: Mon, Apr 9 - 2:15pm - 3:45pm
Place: Marriott Chicago Downtown, Chicago Ballroom,
Section F - Fifth Floor

***Developing a Passion for Politics: Urban Youth Find Their
Voices in Chicago***

In Session: Qualitative Research on Democratic Citizenship
Education: Constructing an Agenda for Future Research
Session Type: Interactive Symposium
Time: Mon, Apr 9 - 3:05pm - 3:45pm
Place: Hyatt Regency Chicago, Grand Ballroom, Sections E F,
East Tower - Gold Level

***"It's About Race... No It Isn't!" Politics of Silence and
Con/Divergent Voices Constructing Youth Identities***

In Session: Negotiating Race and Class in a Middle School
Context: 1980-2006
Session Type: Symposium
Time: Mon, Apr 9 - 4:05pm - 5:35pm
Place: Marriott Chicago Downtown, McHenry, Third Floor

***The Politics and Praxis of Poststructuralism in Education:
Explorations of Theory and Methodology***

In Session: Social Justice, Educational Practice, and
Qualitative Inquiry
Session Type: Paper Discussion (formerly known as
Roundtables)
Time: Mon, Apr 9 - 4:05pm - 4:45pm
Place: Hyatt Regency Chicago, Grand Ballroom, Sections E-F,
East Tower - Gold Level

***The Spatial Politics of School Finance in Metropolitan
Connecticut, 1945-2005***

In Session: Spatial Analyses of Educational Inequality:
Examining Evidence on Race, Class, Power, and Place in
Public Schools
Session Type: Symposium
Time: Mon, Apr 9 - 4:05pm - 5:35pm
Place: Hyatt Regency Chicago, Burnham, West Tower - Silver
Level

***Qu(e)er(y)ing the Policy-Suicide Nexus: The State and
Education, and the Biopolitics of a Will to Live***

In Session: Queer Studies - SIG Paper Discussion 1
Session Type: Paper Discussion (formerly known as
Roundtables)
Time: Mon, Apr 9 - 4:55pm - 5:35pm
Place: Hyatt Regency Chicago, Grand Ballroom, Sections C-D
North, East Tower - Gold Level

The Culture of Fear and the Politics of Education

In Session: Selected Papers in the Politics of Education
Session Type: Paper Discussion (formerly known as
Roundtables)
Time: Mon, Apr 9 - 4:55pm - 5:35pm
Place: Hyatt Regency Chicago, Grand Ballroom, Sections C-D
North, East Tower - Gold Level

Tuesday

“Mixing Pop [Culture] and Politics”: Cultural Resistance, Culture Jamming, and Anticonsumption Activism as Critical Public Pedagogy

In Session: Curriculum as Social and Political Intervention
Session Type: Paper Session
Time: Tue, Apr 10 - 8:15am - 10:15am
Place: Marriott Chicago Downtown, Denver, Fifth Floor

The Politics of Accent: Working Toward a Narrative of Hope

In Session: Centering the Overlooked Issues in Multicultural Teacher Education: AIDS, Accent, Adoption, (Dis)Ability, and Poverty
Session Type: Paper Session
Time: Tue, Apr 10 - 8:15am - 9:45am
Place: Hyatt Regency Chicago, Addams, West Tower - Silver Level

Racially Diverse Schooling and the Identities, Life Choice, and Racial Politics of White Young Adults

In Session: Sociology of Education - SIG Paper Discussion Session I
Session Type: Paper Discussion (formerly known as Roundtables)
Time: Tue, Apr 10 - 8:15am - 8:55am
Place: Hyatt Regency Chicago, Grand Ballroom, Sections E-F, East Tower - Gold Level

Child Abuse Versus Ethnic Medicine: The 2002 Cao Gio Case and the Politics of School Intervention

In Session: Research on the Education of Asian- and Pacific-Americans - Paper Discussion 1
Session Type: Paper Discussion (formerly known as Roundtables)
Time: Tue, Apr 10 - 9:05am - 9:45am
Place: Hyatt Regency Chicago, Grand Ballroom, Sections C-D North, East Tower - Gold Level

The Politics of ADHD

In Session: Critical Analysis of Contemporary Policy Trends in Education
Session Type: Paper Session
Time: Tue, Apr 10 - 12:25pm - 1:55pm
Place: Sheraton Chicago Hotel & Towers, Huron, Level 2

The Politics and Ethics of Doing Transnational Field/Homework: Making an Altern-Native Researcher

In Session: Working With Local-Global Dimensions of Research: Toward Decolonizing Research Methodologies
Session Type: Symposium
Time: Tue, Apr 10 - 2:15pm - 3:45pm
Place: Marriott Chicago Downtown, Cook, Third Floor

The Politics of Representation in Researching With Black Women: From Exoticism to Ethical Responsibility Through Narratives

In Session: Politics and Qualitative Inquiry

Session Type: Paper Session

Time: Tue, Apr 10 - 2:15pm - 3:45pm

Place: Marriott Chicago Downtown, Chicago Ballroom, Section H - Fifth Floor

Imagining the Urban: Race, Class, and the Politics of Schooling

In Session: Decolonizing Urban Education: Race, Pedagogy, and Imagination
Session Type: Symposium
Time: Tue, Apr 10 - 4:05pm - 5:35pm
Place: Marriott Chicago Downtown, Indiana, Sixth Floor

Table 3: Politics and Policy

In Session: AERA Symposium/Roundtable Sessions on the Handbook of Education Policy Research, Part B
Session Type: Symposium
Time: Tue, Apr 10 - 4:05pm - 5:35pm
Place: Hyatt Regency Chicago, Grand Ballroom, Sections C-D North, East Tower - Gold Level

Wednesday

Feminist Analyses of Education Politics in the United States

In Session: The Personal and the Political: Second Wave Feminism and Educational Research
Session Type: Interactive Symposium
Time: Wed, Apr 11 - 10:35am - 12:05pm
Place: Sheraton Chicago Hotel & Towers, Erie, Level 2

The Politics of Scale in Education: Parents' Use of Scale-Based Discourse in Contesting Special Education Provisions

In Session: Schooling Disability
Session Type: Paper Session
Time: Wed, Apr 11 - 10:35am - 12:05pm
Place: The Fairmont Chicago, Moulin Rouge, Lobby Level

The Politics of ESL and Cultural Difference: Case Study of One Sudanese Refugee Family's Struggle With Urban Schooling

In Session: African Refugees at America's Crossroads: Issues of Family Relocation, Community, and Cultural Integration, and Cross-Cultural Schooling
Session Type: Interactive Symposium
Time: Wed, Apr 11 - 12:25pm - 1:55pm
Place: Marriott Chicago Downtown, Chicago Ballroom, Section G - Fifth Floor

Creando Espacios: Migration and Transnational Politics of Mexicans in New England

In Session: Student Learning, Teacher Beliefs, and Migration Issues: The United States, Japan, Denmark, and Turkey
Session Type: Paper Session
Time: Wed, Apr 11 - 2:15pm - 3:45pm
Place: Sheraton Chicago Hotel & Towers, Colorado, Level 2

When Beginning Teachers' Collaborative-Inquiry Processes Collide With School Culture and Politics: The Perspective of Mentors

In Session: Multiple Approaches to Mentoring and Teacher Induction

Session Type: Paper Session

Time: Wed, Apr 11 - 6:15pm - 8:15pm

Place: Hyatt Regency Chicago, Burnham, West Tower - Silver Level

Thursday

Politics and Charter Reform: Constraining or Enabling Tendencies?

In Session: The Instructional and Policy Contexts of Charter Schools: Opening Up the Black Box

Session Type: Symposium

Time: Thu, Apr 12 - 8:15am - 9:45am

Place: Sheraton Chicago Hotel & Towers, Chicago Ballroom, Section VIII, Level 4

Understanding Leadership Strategies for Addressing the Politics of Diversity

In Session: Issues of Diversity

Session Type: Paper Session

Time: Thu, Apr 12 - 8:15am - 9:45am

Place: Marriott Chicago Downtown, Illinois, Sixth Floor

African-American Voucher Politics Since Friedman and Jencks

In Session: Issues of Race, Ethnicity, and Social Class in School Choice Research

Session Type: Paper Session

Time: Thu, Apr 12 - 10:35am - 12:05pm

Place: Marriott Chicago Downtown, Northwestern, Sixth Floor

Critiquing Human Capital Theory From a Critical Race Theory Perspective: The Politics of Utah School Finance

In Session: Social Justice Implications of Contemporary School Finance Theory and Policy

Session Type: Interactive Symposium

Time: Thu, Apr 12 - 10:35am - 12:05pm

Place: Sheraton Chicago Hotel & Towers, Missouri, Level 2

Politics of Performative Pleasures: How a Teacher and Her Students Negotiate Pop Culture Pleasures in a Critical Curriculum

In Session: Constructing Knowledge Through Pop Culture and Play

Session Type: Paper Session

Time: Thu, Apr 12 - 10:35am - 12:05pm

Place: Marriott Chicago Downtown, Michigan State, Sixth Floor

Race and Gender within the Politics of Identity: Teaching at the University

In Session: Critical Curriculum and Cultural Issues

Session Type: Paper Discussion (formerly known as Roundtables)

Time: Thu, Apr 12 - 12:25pm - 1:05pm

Place: Hyatt Regency Chicago, Grand Ballroom, Sections C-D North, East Tower - Gold Level

Learning Through Diverse Interactions: Perspectives on Religion and Politics

In Session: Learning Through Diverse Interactions

Session Type: Paper Session

Time: Thu, Apr 12 - 12:25pm - 1:55pm

Place: Marriott Chicago Downtown, Michigan State, Sixth Floor

The Worth of Black Bodies: School Busing and the Politics of Redistribution and Recognition

In Session: Inclusionary Discourses/Exclusionary Practices: Articulating Inequality in an Era of None Left Behind

Session Type: Symposium

Time: Thu, Apr 12 - 12:25pm - 1:55pm

Place: Hyatt Regency Chicago, Columbus Hall, Section E, East Tower - Gold Level

Adult Literacy Education as Neocolonialism? A Critical Analysis of the Politics of UNESCO- and World-Bank-Sponsored Literacy Program

In Session: Examining Adult Education Across International Contexts: Larger-Scale Studies

Session Type: Paper Discussion (formerly known as Roundtables)

Time: Thu, Apr 12 - 1:15pm - 1:55pm

Place: Hyatt Regency Chicago, Grand Ballroom, Sections C-D North, East Tower - Gold Level

An Australian "Inside Government" Perspective on Politics, Policy, and Research

In Session: Government From the Inside: Researchers as Policy-Makers

Session Type: Interactive Symposium

Time: Thu, Apr 12 - 2:15pm - 3:45pm

Place: Sheraton Chicago Hotel & Towers, Huron, Level 2

A British "Inside Government" Perspective on Politics, Policy, and Research

In Session: Government From the Inside: Researchers as Policy-Makers

Session Type: Interactive Symposium

Time: Thu, Apr 12 - 2:15pm - 3:45pm

Place: Sheraton Chicago Hotel & Towers, Huron, Level 2

A Canadian "Inside Government" Perspective on Politics, Policy, and Research

In Session: Government From the Inside: Researchers as Policy-Makers

Session Type: Interactive Symposium

Time: Thu, Apr 12 - 2:15pm - 3:45pm

Place: Sheraton Chicago Hotel & Towers, Huron, Level 2

A U.S. "Inside Government" Perspective on Politics, Policy, and Research

In Session: Government From the Inside: Researchers as Policy-Makers
Session Type: Interactive Symposium
Time: Thu, Apr 12 - 2:15pm - 3:45pm
Place: Sheraton Chicago Hotel & Towers, Huron, Level 2

Gender and Micropolitics: Male and Female Teachers' Interactions in Early Years Contexts

In Session: Images and Voices of Males in Early Care and Education
Session Type: Paper Session
Time: Thu, Apr 12 - 2:15pm - 3:45pm
Place: Sheraton Chicago Hotel & Towers, Ohio, Level 2

Pedagogy of the Township: The Politics of Urban School "Choice" in Postapartheid South Africa

In Session: Urban Geographies, Racial Inequalities, and Policymaking: World Cities as Contexts for Black Education
Session Type: Symposium
Time: Thu, Apr 12 - 2:15pm - 3:45pm
Place: Hyatt Regency Chicago, Columbus Hall, Section C, East Tower - Gold Level

Selling Homes and Schools: Critical Race Theory and the "New" Politics of Containment

In Session: Urban Geographies, Racial Inequalities, and Policymaking: World Cities as Contexts for Black Education
Session Type: Symposium
Time: Thu, Apr 12 - 2:15pm - 3:45pm
Place: Hyatt Regency Chicago, Columbus Hall, Section C, East Tower - Gold Level

Table 5: The Critical Role of Research in Politics and Policy Decisions

In Session: Continued Conversations with Senior Scholars on Advancing Research and Development Related to Black Education
Session Type: Interactive Symposium
Time: Thu, Apr 12 - 2:15pm - 3:45pm
Place: Hyatt Regency Chicago, Grand Ballroom, Sections C-D South, East Tower - Gold Level

Table 12: Addressing and Dealing With Academic Politics

In Session: Continued Conversations With Senior Scholars on Advancing Research and Development Related to Black Education
Session Type: Interactive Symposium
Time: Thu, Apr 12 - 2:15pm - 3:45pm
Place: Hyatt Regency Chicago, Grand Ballroom, Sections C-D South, East Tower - Gold Level

Teaching and Learning About Equity and Politics Within a Confluent Education Framework

In Session: Achieving Educational Quality and Equality: A Confluent Perspective
Session Type: Interactive Symposium
Time: Thu, Apr 12 - 4:05pm - 6:05pm
Place: Sheraton Chicago Hotel & Towers, Executive Center, Parlor F, Level 3

Friday

Risk, Governmentality, and the Unhealthy Teacher: Implications for Teachers and the Politics of Teachers' Work

In Session: The Contexts of Teachers' Work
Session Type: Paper Session
Time: Fri, Apr 13 - 8:15am - 10:15am
Place: Marriott Chicago Downtown, Chicago Ballroom, Section H - Fifth Floor

"Coming Home" to New Homes and New Schools: Critical Race Theory and the "New" Politics of Containment

In Session: City Schools in the Context of Neoliberal Development Strategies and Policies
Session Type: Symposium
Time: Fri, Apr 13 - 10:35am - 12:05pm
Place: Hyatt Regency Chicago, Wright, West Tower - Silver Level

The Politics of Curricular Supplementation

In Session: District-wide Instructional Improvement in Mathematics: How Curriculum, Capital, and Organizational Infrastructure Shape Teacher Learning
Session Type: Symposium
Time: Fri, Apr 13 - 12:25pm - 1:55pm
Place: Sheraton Chicago Hotel & Towers, Erie, Level 2

School Choice Theory and the Politics of Quality Information

In Session: The Interaction of Theory and Policy in the Politics of Education
Session Type: Paper Session
Time: Fri, Apr 13 - 12:25pm - 1:55pm
Place: Hotel Inter-Continental Chicago, Exchange, Eleventh Floor

PEA OFFICERS

Bruce S. Cooper	President
Lora Cohen-Vogel	Secretary
Vincent Anfara	Treasurer

Politics of Education Association Bulletin is an official publication of the Politics of Education Association (PEA) and is published three times per year. We encourage authors to submit essays on topics of interest in school policy and politics to the co-editors:

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Agenda ~

Politics of Education Association

Annual Business Meeting

AERA, Chicago

Date: Thursday, April 12

Time: 6:15 pm to 7:45 pm

Marriot Chicago Downtown, Michigan State, Sixth Floor

1. Call meeting to order, and review minutes of last meeting (Cooper and Cohen-Vogel)
2. Report of the Nominations Committee and Elections (Maxcy and Bulkley)
3. Report on Publications and Yearbooks (McDermott and Cooper)
4. PEA Bulletin Report (Rutledge and Brooks)
5. Report on PEA Program (Sipple)
6. Awards: Outstanding Dissertation, Colton & Campbell Awards (Shipps)
7. Treasurer's Report (Anfara)
8. POETS (Politics of Education Teaching Services) Report (Mitra)
9. Introduction of Sage editor, Burke Nagel
10. Old and New Business
11. Guest Speaker, William Lowe Boyd (Introduced by James Cibulka)
Title: *Insurmountable Obstacles? The Evolution of Education Policy and Politics in the United States, 1950 to 2007.*
12. Adjourn

Politics of Education Association
Membership Application
(Complete only if you are not a member of AERA)

Name (please print): _____

Title: _____

Affiliation: _____

Address: _____

Phone: () _____

Email Address: _____

YOU MUST INCLUDE YOUR EMAIL ADDRESS IN ORDER TO RECEIVE THE *BULLETIN*.

Enclosed please find a check to PEA for \$30 for full, one-year membership

**Send to: Vincent A. Anfara, Jr., Treasurer
Politics of Education Association
A321 Claxton Complex
1126 Volunteer Boulevard
Knoxville, TN 37996-3442**

The Politics of Education Association (PEA) was formed in 1969 as the Politics of Education Society. In 1978, it became the Politics of Education Association, as part of AERA. Interest in educational policy and politics expanded so that in 1987, the Association successfully called for the formation of a new division within the American Educational Research Association. Today, that division is known as Division L: Policy and Politics.

Past Presidents of PEA

Kenneth Wong (2002-2004) Vanderbilt University (currently at Brown University)
Hanne Mawhinney (2000-2002) University of Maryland, College Park
William Firestone (1998-2000) Rutgers University
Jane Clark Lindle: (1996-1998) University of Kentucky (currently at Clemson University)
Robert Wimpelberg (1994-1996) University of New Orleans (now University of Houston)
Betty Malen (1992-1994) University of Washington (now University of Maryland, College Park)
Catherine Marshall (1990-1992) Vanderbilt University (currently at University of North Carolina-Chapel Hill)
William L. Boyd (1990-1992) Pennsylvania State University
William Lowe Boyd (1988-1990) Pennsylvania State University
Michael Kirst (1986-1988) Stanford University
Jay D. Scribner (1984-1986) Temple University (now University of Texas-Austin)
Douglas Mitchell (1982-1984) University of California, Riverside
James G. Cibulka (1980-1982) University of Wisconsin-Milwaukee (currently at the University of Kentucky)

Past Chairs of PEA

Donald H. Layton (1978-1980) SUNY-Albany
David K. Wiles (1976-1978) Miami University (later SUNY at Albany)
David K. Wiles (1975-1976) Miami University (later SUNY at Albany) (completed LaNoue's 1st term)
George LaNoue (1974-1975 -- stepped down after one year) Teachers College (currently at University of Maryland, Baltimore County)
Michael W. Kirst (1972-1974) Stanford University
Mike M. Milstein (1970-1972) SUNY-Buffalo (later University of New Mexico)
David L. Colton (First President; 1969-1970) Washington University; (retired from University of New Mexico)