



## POLITICS OF EDUCATION ASSOCIATION

A Special Interest Group of the American Educational Research Association

Published with the support of the Department of Educational Leadership and Policy Studies, Florida State University

VOLUME 32, No. 2

# BULLETIN

Spring, 2008

### *The Politics of Teacher Assignment: Notes from the Field*

**Lora Cohen-Vogel\***  
*Florida State University*

With support from Republicans and Democrats alike, the United States has, since the late 1980s, pursued a path of high standards and a system of assessments to measure how well schoolchildren are meeting those standards. We now have almost twenty years of experience and a lot of data with which to explore the factors that explain students' performance. Over that time, educational researchers have come to demonstrate that which parents have long suspected: teachers represent the single largest school-related influence on student achievement. Aside from hiring and retaining the most effective teachers, district and school administrators may be able to reallocate their existing teacher resources in ways that boost performance. I went into the field to see if they were doing so and what, if any, constraints they faced.

(Continued on Page 3)

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\* Lora Cohen-Vogel (Ph.D. Vanderbilt University) is an assistant professor in the Department of Educational Leadership & Policy Studies at Florida State University. Professor Cohen-Vogel has recently completed an AERA-funded study of alternative teacher certification that utilized data from the Schools and Staffing Survey. She is currently leading a project funded by the Spencer Foundation into the ways teachers are assigned to schools and classrooms.

### *Islam, National Identity, and Educational Policy: Lessons Learned from the Somali Diaspora in Toronto\**

**Bruce A. Collet\*\***  
*Bowling Green State University*

Public schools have historically been key sites where children learn of and adopt a common national identity. In states where multiculturalism plays a central role in their national identities, schools actively recognize and support the diverse cultures of their students in fulfilling this function. Canada is a state where, via federal policy, multiculturalism has been identified as a fundamental element of the national ethos. Yet Canada remains far from being resolved in terms of what multiculturalism actually looks like in practice. This is reflected in its public school policies and practices, which reflect both culturalist as well as orthodox liberal orientations.

(Continued on Page 10)

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\* This is an abridged version of an article published in *Race, Ethnicity and Education* 10:2, 131–153. To link to this article, go to <http://dx.doi.org/10.1080/13613320701330668>

\*\* Bruce Collet (Ph.D. Loyola University Chicago) is an Assistant Professor in the School of Leadership and Policy Studies at Bowling Green State University, and a Scholar with the Centre for Refugee Studies, York University, Toronto.

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## Politics of Education Association Business Meeting & Social

**Date: Wednesday, March 26**

**Time: 6:15pm - 7:45pm**

**Place: Hilton New York, Harlem Suite,  
4th Floor**

**Keynote Speaker:**

**Jay Scribner, Professor of Educational  
Administration  
University of Texas-Austin**

## MESSAGE FROM THE PRESIDENT

**BRUCE S. COOPER**  
*FORDHAM UNIVERSITY*

### GREETINGS PEA MEMBERS:

It is only a few more weeks to AERA and things are happening fast and furiously. The Politics of Education Association is gearing up for what will be a busy annual meeting of the American Educational Research Association so don't miss the meetings and the fun.

First, we will be holding elections for a new president, treasurer, and two At-Large members for the PEA governing board. The deadline dates have passed and we have a strong slate of new leaders. Members will be receiving an email ballot in early March. We will welcome our new officers at our annual business meeting, which is scheduled for Wednesday, March 26 at 6:15 pm to 7:45 pm at the Hilton New York, (Harlem Suite, 4th Floor).

At the business meeting, our esteemed, beloved PEA member, Jay Scribner (University of Texas-Austin) will be recognized as he retires from a distinguished career. If you would like to say a few words on Jay's behalf, let me know. And I've written a song, which you must come and sing together for him. We will also make our Outstanding Dissertation of the Year Award for PEA, an enormous effort coordinated so capably by our Awards Committee, which is chaired by Dorothy Shipps (Baruch College, CUNY).

Jim Cibulka (University of Kentucky) chairs our distinguished Roald F. Campbell Award review, so come and see who will be honored with this award. Katie McDermott (University of Massachusetts) will present a report on the recent and future publications of the PEA Yearbooks. Our treasurer, Vince Anfara (University of Tennessee-Knoxville) will bring us up to date on our fiscal

standing. Tamara Young (North Carolina State University) will report on our membership development activities. After the PEA Business Meeting, we will go to dinner together.

I would also like to thank John Sipple (Cornell University) for his leadership and creativity in putting together the PEA program for AERA. He and his committee reviewed a number of applications, and produced a high-quality set of symposia and sessions/papers for this year's AERA Meeting in New York City.

A new event will be held this year at AERA—a joint meeting with the University Council for Education Administration (UCEA). UCEA, under the leadership of Michelle Young (University of Tex.-Austin), is an organization to which many of our university educational leadership departments belong. Michelle suggested that UCEA and PEA provide a special roundtable meeting to discuss the important processes of mentoring newcomer graduate students and faculty in order to help them pursue a productive, creative career in education politics research. Please come to the Rendezvous Trianon Room (third Floor) of New York Hilton Hotel from noon to 3:00 PM on Monday, March 24<sup>th</sup> and participate in the mentoring and sharing process. A light lunch will be provided. PEA wishes to thank UCEA's executive, Michelle Young for her ideas and help. We hope that we can continue to work closely with UCEA on collaborative projects such as this.

The *Handbook of Research on the Politics of Education*, to be published by Routledge/Taylor & Francis, is undergoing type-setting and review. We are hosting a meeting at AERA to talk about this handbook, and hope you can attend. The meeting will be held on Friday, March 28 from 2:15 pm to 3:45 pm at the Hilton New York, (Concourse E, Concourse Level). The *Handbook*, edited by Lance Fusarelli, Jim Cibulka, and me, has 22 chapters and over 35 contributors. We hope you enjoy it.

I am entering the last few weeks of my PEA presidency and I want to thank you for all your

help, support, and ideas. It has been a fabulous four years for me, and I am thrilled to be turning the reins over to a new generation of leaders. PEA is growing and thriving, and it's because of you. With your continued membership and ideas, we shall continue to be a force in research of education politics and a resource to our field.

See you at AERA!

**Bruce S. Cooper**  
President, PEA  
Fordham University, NYC

### **Division L: Educational Policy and Politics Business Meeting**

**Date: Tuesday, March 25**  
**Time: 6:15 am – 7:45 am**  
**Place: Hilton New York, Petit Trianon, 3<sup>rd</sup> Floor**



***The Politics of Teacher Assignment...***,  
(Cohen-Vogel, continued from page 1)

#### **The “Teacher Effect”**

Several studies have found that students assigned to highly effective teachers several years in a row have substantially higher test scores than students assigned to particularly ineffective teachers. For example, math students in Tennessee who had three consecutive years of highly effective teachers scored 50 percentile points higher than students taught by least effective teachers three years in a row, even though both groups had the same achievement rates prior to entering school the first year (Sanders & Rivers, 1996). A similar study in Texas showed a 34 percentile point difference in reading and 49 percentile point difference in math between students whose teachers had been highly effective and those whose teachers were not (Jordan, Mendro, & Weerasinghe, 1997).

Moreover, research suggests that the teacher effect on student gains is stronger for low achievers than it is for high achievers (Babu & Mendro, 2003). Unfortunately, as the same researchers show and others have confirmed, low achieving students are far less likely to be assigned to effective teachers than are their high achieving peers (Betts, Rueben & Danenberg, 2000; Boyd, Lankford, Loeb & Wyckoff, 2002; Lankford, Loeb and Wyckoff, 2002; Hanushek, Kain, & Rivkin, 2004). In fact, compared to their counterparts, poor and minority students are about twice as likely to be assigned to beginning teachers (National Center for Education Statistics).

### Assignment Reform

By implication, these studies suggest that principals may be able to both improve student outcomes and close stubborn achievement gaps with changes to teacher assignment. While most beginning teachers demonstrate their potential for becoming highly effective instructors, some never do. And, whereas some teachers are more effective at teaching kindergarteners, others work better with older students; some teachers are particularly effective with low achievers, and others less so.

Recently, however, critics have argued that rigid work rules prevent the flexibility school leaders need to make changes (Hess & Kelley, 2006; Hill, 2006). A report by Hess & West, for example, described staffing provisions in collective bargaining agreements as “imped[ing] attempts to assign or remove teachers on the basis of fit or performance” (2006, p. 2). In one of the few studies on the topic, Ballou (2000) suggested that it is rules that specify length of service as the sole or major determinant for transfers, reassignments, layoffs and rehires that most constrain administrators: “When discussing the problems that the contract poses, principals return to one issue again and again: under the terms of the contract, they are unable to control who teaches at their schools” (p. 93).

### Evidence of Obstacles?

With a graduate student, I wanted to see if these patterns stood up to rigorous empirical study six years after the adoption of *No Child Left Behind*. Because of the increased pressure the law places on principals to improve student performance, we expected to find evidence that principals are unlikely or unable to make key personnel decisions because of restrictive contracts. We found none.

We began by coding all 66 bargaining agreements between teachers unions and school districts in Florida. We found that some contracts granted administrators substantial discretion over transfers, reductions, and reassignments (See Cohen-Vogel & Osborne-Lampkin, 2007). Over half of the contracts, for example, gave principals at least some discretion over the selection of voluntary transfer candidates. Nearly a third allowed for involuntary transfers to be made at the discretion of the superintendent or when district officials determined that, as the result of the transfer, “the interest of the educational program will be better served.” And, few contracts limited when teachers could be reassigned to different positions within a school or specified how reassigned teachers should be selected.

Of course, knowing the extent to which administrators have contractual flexibility over personnel decisions is only part of understanding the potential for assignment reform. So, we designed a study of six Florida school districts to ask whether assignment patterns in districts whose administrators have contractual flexibility differ from those in districts with less flexible contracts. The analysis of the data is still ongoing, but preliminary results suggest few differences in teacher assignment practices among districts. That is to say, the ways in which teachers are assigned to schools and classrooms are remarkably similar regardless of the level of flexibility granted administrators in the bargaining agreements. Moreover, district and school administrators in both types of districts deny that contracts constrain their personnel decisions. Indeed, administrators across

districts report having full discretion over hiring, transfers, and placements. While they acknowledge that dismissing tenured teachers requires “having all your ducks in a row,” they also say that poor performance among senior teachers is rarely a problem. Poor performers, principals say, are identified and dismissed under Florida’s 90-day rule and during the annual contract period. In the first ninety days of employment, new teachers can be let go without reason. And, in the three years during which teachers work under annual contract (not tenured), contracts can simply not be renewed. Where poor performance is evident after this time, teachers undergo intensive professional development, are placed on performance plans, and, when those efforts are unsuccessful, dismissal proceedings ensue.

## Implications

Ours is the first study to consider whether teacher assignment differs in districts where bargaining agreements do not limit administrative influence. The answer will have implications for policy and practice. After all the data has been fully analyzed, should we confirm that the terms of a contract do not change the processes by which districts and schools assign teachers, current calls to eliminate or reduce assignment provisions in collective bargaining agreements may be misdirected. Instead, the reform of teacher assignment may require changes in the routines, norms and conventions used by districts and principals to hire, transfer, and terminate teachers.

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## RECENT PUBLICATIONS

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 Roxanne Hughes, Managing Editor at [rmh05e@fsu.edu](mailto:rmh05e@fsu.edu)

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

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### ***Merit Aid and the Politics of Education***

**Erik C. Ness**

As states continue to implement merit-based financial aid programs, despite the widely reported social ills of such programs, it seems that a better understanding of how states determine merit-based scholarship eligibility would serve to compliment studies that aim to evaluate the effects of merit aid programs. This comparative case study examines the policy process through which New Mexico, Tennessee, and West Virginia adopted broad-based merit aid programs. From three theories of the public policy process—*advocacy coalition*, *multiple streams*, and *electoral connection*—emerges a revised conceptual model to explain the higher education public policy process.

Ness, E.C. (2008). *Merit Aid and the Politics of Education*. New York: Routledge.

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### ***Reading: Policy, Politics and Processes***

**Mengli Song and Tamara V. Young**

The past decade saw heightened policy activism in the field of reading at both the federal level and state level. Embedded within these debates were the political agendas of state

executives and legislatures, the interests of advocacy groups, and the ideologies of reading professionals, which were collectively shaping state reading policy development. Using social network analysis, the authors examined the interplay among a plethora of policy actors embedded in reading policy networks, divergent beliefs on key reading-related issues, the causal stories told, the policy solutions proposed, and the variety of lobbying tactics that interest groups utilized to gain influence over the policymaking process and to advance their policy agenda.

Song, M. & Young, T.V. (Eds.) (2007). *Reading: Policy, politics, and processes*. Charlotte, NC: Information Age Publishing, Inc.

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### ***The Public Policy Process among Southeastern States: Elaborating Theories of Regional Adoption and Hold-Out Behavior***

**William Kyle Ingle, Lora Cohen-Vogel, and Roxanne Hughes**

Having been adopted by legislatures in over a dozen states, postsecondary merit aid programs are largely concentrated in the southeastern United States. Often, however, policy diffusion is not complete, and one or more states in a region fail to adopt. By interviewing policymakers throughout the southeastern United States—including actors in the three states in the region without merit aid—the study sought to understand why diffusion pressures lead to adoption in some states but not in others. Studying state “hold-outs” promises not only to uncover the reasons for failed legislation in specific state contexts but also to better our understanding of the limits of diffusion theory.

Ingle, W. K., Cohen-Vogel, L., & Hughes, R. (2007). The public policy process among southeastern states: Elaborating theories of regional adoption and hold-out behavior. *Policy Studies Journal*, 35(4), 607-628.

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## OF INTEREST...

Please send updates on grants, awards, moves, and promotions to Roxanne Hughes, Managing Editor at [rmh05e@fsu.edu](mailto:rmh05e@fsu.edu)

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The first National Educational Politics Workshop, sponsored by PEA and the University Council of Educational Administrators (UCEA), will be held at AERA 2008. This 3-hour workshop is designed to give graduate students and new faculty the opportunity to learn about current and promising research on the politics of education, to hear about opportunities and resources available through PEA and UCEA, and to interact with leading politics of education scholars. The National Educational Politics Workshop will take place on March 24, 2008 in the Rendezvous Trianon, 3rd Floor of the Hilton New York from 12:30-3:00 pm. For more information, please contact Lora Cohen-Vogel ([cohenvog@coe.fsu.edu](mailto:cohenvog@coe.fsu.edu)) or Stacey Rutledge ([rutledge@coe.fsu.edu](mailto:rutledge@coe.fsu.edu)).

To participate, simply visit <http://www.fsu.edu/~pea/Workshop> and complete the on-line registration form by March 1, 2008.



Are you a graduate student going to New York?  
If so, you are invited to...

**Division L's Fireside Chat:  
"Implementing Education Reform in Urban  
Communities"**

Date: Tuesday, March 25  
Time: 12:25 pm – 1:55 pm  
Place: Hilton New York, New York  
Suite, 4<sup>th</sup> Floor

## AWARDS COMMITTEE REPORT

DOROTHY SHIPPS

BARUCH COLLEGE, CUNY

The PEA Dissertation Award Committee has completed its first round of evaluations for the Outstanding Dissertation in the Politics of Education. This year 15 very strong nominations produced six finalists – two more than each of the past two years. The committee is pleased to announce this year's finalists (and sponsors):

Arnold Shober, *Building Government: Autonomy and Scope in State Departments of Education, 1981-2001* (John Witte, University of Wisconsin)

David Tannenber, *Politics, Budgetary Trade-offs, and State Funding of Public Higher Education* (Donald Heller, Pennsylvania State University)

Jal Mehta, *The Transformation of American Educational Policy, 1980-2001: Ideas and the Rise of Accountability Politics* (Christopher Jencks, Harvard University)

Jason Grissom, *Centralization of Authority in Public Schooling: Causes, Consequences, and Implications for Local Governance* (Susanna Loeb, Stanford University)

Jillian Reese, *Education Voucher Proposals: A comparative political analysis of successful and unsuccessful attempts at legislation in Colorado and Pennsylvania* (William Boyd, Pennsylvania State University)

Rebecca Jacobsen, *Priorities in Public Education: An Analysis of Elite and Popular Opinions on the Goals of Public Education* (Jeffrey Henig, Teachers College, Columbia University)

As a group the 15 nominations were intellectually and geographically diverse, nominated by faculty sponsors with home disciplines in both political science and education, and representing a

broad range of institutions. In addition to the five institutions names above, we received nominations from Harvard University (a second), Oklahoma State University, Rochester University, University of California, Riverside, University of Hawaii, University of New Mexico, University of Maryland, University of Michigan, and the University of Wyoming. The methods used spanned case studies, including several comparative case studies; elite interviews and documentary content analysis; original and secondary analysis of national surveys, including online surveys; secondary analysis of state DOE data files; historical methods; and various forms of quantitative data manipulation such as time-series and regression analysis. Topics encompassed the politics of national priorities and especially accountability legislation, state DOE autonomy and the centralization of authority in public ed., high school or elementary teacher perceptions of accountability, education vouchers, and the politics of teacher certification. In addition the committee received a larger number of nominations for dissertations on the politics of higher education than in years past including: state funding of public higher education, 9-11 and higher education, higher education partnerships, commercialization of higher education, student “free” speech, and performance funding in community colleges. Many thanks to every sponsoring faculty member and to each of the applicants for making the task of selecting finalists from among them especially challenging and rewarding this year.

The Committee members are all reading the full dissertations of finalists, and we will announce this year’s winners at the PEA Business meeting at AERA in New York.

*Dissertation Awards Committee members:*

*Dorothy Shipps, Chair, Baruch College, CUNY*  
*Betty Malen, University of Maryland*  
*Bruce Cooper, Fordham University*  
*Brendan Maxcy, University of Missouri, Columbia*  
*E. Vance Randall, Brigham Young University*  
*Erik C. Ness, University of Pittsburgh*  
*Lorraine McDonnell, University of California, Santa Barbara*

## **PUBLICATIONS COMMITTEE REPORT**

**KATHRYN A. MCDERMOTT**  
**UNIVERSITY OF MASSACHUSETTS**

The Publications Committee is awaiting proposals from people who are interested in editing the 2010 PEA Yearbook (published as a special issue of Educational Policy). We haven't set an exact deadline yet, but it will probably be in mid-to-late May, 2008. Now is the time to get together with a colleague or two and start thinking about promising topics and contributors. Here's a link to a list of previous PEA Yearbooks:

<http://www.fsu.edu/~pea/yearbooks.html>

The one yearbook not yet listed is 2009's, which will be The Politics of Advocacy in Education, edited by Janelle Scott (New York University), Christopher Lubienski (University of Illinois), and Elizabeth DeBray-Pelot (University of Georgia).

Kathryn McDermott  
Publications Committee Chair

## **TREASURER'S REPORT**

**VINCENT ANFARA**  
**UNIVERSITY OF TENNESSEE-KNOXVILLE**

According to AERA's records, the Politics of Education Association currently has 188 members with a treasury of approximately \$11,500.00. Financial statements from AERA are available only through January 1, 2008. A complete report of expenditures and deposits will be available at our AERA business meeting and also presented to the meeting of officers during AERA.

Vince Anfara, PEA Treasurer



## MEMBERSHIP COMMITTEE UPDATE

TAMARA YOUNG

NORTH CAROLINA STATE UNIVERSITY

The membership committee was established in June 2007 to recommend policies and strategies for enhancing membership in PEA both numerically and qualitatively. Since its inception, the membership committee has: developed a committee purpose, established goals, selected committee members, revised the membership section of the website, created an online survey for PEA, and developed a list of recommendations for the PEA executive committee to consider. These recommendations are as follows:

1. Email renewal notices. Be sure to attach the membership application to the email.
2. Consider having an online payment option (external to AERA).
3. Consider offering membership tiers.
4. Align the AERA membership fee (which is now \$40) with the website fee (\$30). Currently, there is a (\$10) incentive for members to join directly rather than through AERA. We prefer members to join through AERA so that AERA recognizes the size of our membership.
5. To entice graduate students, consider:
  - offering a few small travel grants to graduate student members to attend AERA if they are presenting in a PEA SIG sponsored session;
  - having a special section in the PEA bulletin devoted to Graduate students, "Grad Notes;"
  - Encouraging departments (if there bylaws permit) to sponsor 1<sup>st</sup> and 2<sup>nd</sup> year doctoral student memberships;
  - hosting a special reception at UCEA or AERA for graduate students, include a small presentation or panel discussion about a topic of interest to graduate students;

- Offering a few small research grants to graduate student members;
- hosting a synchronous online fireside chat about a topic of interests to graduate students;
- Urging current faculty members to recommend membership in PEA; and
- providing a space on our website where graduate student members can post a CV and a 250 word abstract of their research.

6. Consider implementing a membership referral campaign.
7. Generate a PEA directory (members can decide if they wish to participate or not). The directory will be used to locate colleagues around the world with similar interests and to offer invitations to write papers or participate in conferences.
8. Advertise with APSA, AERA, and UCEA.
9. Develop a plan to recruit international faculty and offer a discount membership to faculty in low and middle income countries.
10. Identify APSA members who have noted that they have a special interest in educational policy and send them an email to join PEA.

### Goals for 2008

While our goals have yet to be finalized for 2008, we anticipate focusing our efforts on:

- Updating membership database records where necessary;
- Submitting revisions to the membership page of the website;
- Collaborating with the executive committee to review the guidelines for recruiting members and establishing dues;
- Developing strategies for recruiting new members with particular attention to target audiences (e.g., graduate students and international scholars); and

- Developing retention strategies for existing members.

### Assessing Members' Needs and Interests

A survey to identify members' needs has been developed. It can be found at:

<http://ceres.cals.ncsu.edu/surveybuilder/Form.cfm?testID=4248>. Members are encouraged to complete the anonymous survey. We are always seeking suggestions for recruitment and retention from PEA members. If you have any questions or suggestions concerning PEA membership, please contact committee members at the email addresses listed below.

#### *Committee members*

*Tamara V. Young (chair), North Carolina State University*

*Marla Sanders, Francis Marion University*

*Tiina Itkonen, California State University, Channel Islands*

*Catherine Lugg, Rutgers University*

*Wayne Lewis, North Carolina State University (Graduate Student Member)*



### **Islam, National Identity...**

(Collet, continued from page 1)

This article examines resistance among traditional Muslim groups to Canadian educational policies and practices that reflect an overtly secular orientation, and the school experiences of 30 Somali immigrants who graduated from Toronto's public high schools.<sup>†</sup> The article is derived from a study exploring the immigrant students' experiences with school policies and practices that both supported

<sup>†</sup> Interviewees for the research attended high school in the years of 1995–2005. In January 1998, the Ontario Ministry of Education and Training moved to amalgamate Ontario's then 129 school boards into 60 new English language boards and 12 new French-language boards. The amalgamation was part of a fundamental realignment of taxation and spending between the province of Ontario and its municipal governments brought on by the 1995-elected Ontario Progressive Conservative Party. This realignment also saw the amalgamation of the five cities and one borough that had constituted the Municipality of Metropolitan Toronto, and subsequently the merging of the six previous boards into the single Toronto District School Board. As these changes pertain to the article, four of the respondents attended high schools that merged into the larger board after they had already graduated.

and challenged their religious identities, and what these experiences might indicate about relationships between public schools in liberal democratic states and the Muslim populations they serve.

### **Schooling and the Construction of a National Identity in the Canadian Context**

Political socialization as defined by Braungart & Braungart (1997) is the process of learning political attitudes and behavior through social interaction. Epstein and McGinn (2000) expand this definition to assert that political socialization involves socialization into a culture that supports a particular political structure. Schools are regarded as the principal social institutions in society formally charged with engaging children in this process. Here schools aim to create a common understanding of national and patriotic identity in terms of what are imagined by the state to be legitimate expressions (Waters & Leblanc, 2005). In this most basic understanding of political socialization and education, it is by means of schools that younger generations learn about political philosophy, citizenship and the core ideology of the society in which they live. For liberal democracies such as Canada and the United States, an education that fosters civic engagement in relation to the overall public good is of high priority, and hence the cultivation of an informed and engaged citizenry is paramount (Merry, 2007).

However, the condition of pluralism within liberal democratic states raises critical issues regarding their national imaginaries. As Merry (2007) asserts, facilitating pluralism is important to liberalism, but *how* and *to what degree* pluralism should be accommodated is a matter of much dispute.

While, ostensibly, multiculturalism appears geared toward making Canada a more open and accepting society, the exact political motives and history are important to tell. Multiculturalism in Canada is more accurately known as multiculturalism 'within a bilingual framework'. The bilingual component of the policy stems from the earlier work of a Royal Commission to secure

the status of the French language in Canada, a reflection of larger efforts on the part of French Canadians to secure the status of their culture and identity (Palmer, 1993). It is likely that a *bicultural* as opposed to *multicultural* policy would have evolved from the Commission's work, had it not been for sentiments expressed by other ethnic groups at the time that *their* distinct cultures and identities might be relegated to a second-class status owing to the exclusive emphasis on French and English cultures. Hence Pierre Trudeau's 1971 policy of multiculturalism may be regarded most accurately as one of accommodation to pressures from diverse ethnic constituencies. Muslim encounters with the public school system in Toronto present an opportunity to view the manner in which state accommodations to the demands of minority groups are continuously balanced with a (perhaps overriding) liberal secular orientation.

### **Muslims and the Public School System in Toronto**

Resistance among traditional Muslim groups to several important elements of public education in Canada reveals school policies and practices that reflect both multicultural as well as orthodox liberal positions. In a study of Muslim educational institutions in Toronto, Shaheen Azmi (2001) states that there has been a fairly long history of Muslim community discontent with the public schools.

During the 1960s and the 1970s, nearly all Muslim children in the Greater Toronto Area (GTA) attended public schools. In the 1970s, a spirited effort emerged from within the Muslim community to address what were perceived to be anti-Muslim and anti-Islamic biases in the school textbooks. The movement to change the curriculum was only partially successful in meeting its goals, and, according to Azmi, "confirmed that there existed only a token willingness to accommodate Muslim concerns on the part of education authorities" (Azmi, 2001, p. 262). The struggle between traditional Muslim groups and the Toronto public schools continued up through the 1990s. In 1992, a public school filed a report to the Toronto Board of Education stating that Muslim parents

were not allowing their children to participate in several school activities, including swimming, dancing and music for religious reasons. The Board's response was to establish a Cultural and Religious Practices Group with the support of the Equal Opportunity Office and the Equity Studies Centre. The group, made up of school staff and Muslim parents and religious leaders, produced a document entitled *Report on the religious needs of Muslim students in the Toronto Board of Education* (Toronto Board of Education, 1992). The report identified several Muslim concerns regarding extant public school practices, including gender-integrated physical education, the health and sexuality education curriculum, and select components of the arts curriculum. The report also addressed the need for accommodations for Muslim daily and Friday prayers, as well as fasting during the month of Ramadan. Later in 1999, members of the Muslim community spearheaded a major protest against a new policy implemented by the Toronto District School Board that moved to include the coverage of sexual orientation in the health and sexuality curriculum (Azmi, 2001).

Responses from the Board to these multiple grievances have varied. In the early 1990s several Toronto schools began to set aside space within their facilities for daily prayers. Later, such special accommodations became official policy across the Toronto schools. Responses to the other grievances were much more thorny and complex when contrary to the avowedly secular liberal character of public education in Ontario.

### **Somalis, Islam, and Perceptions of a National Identity**

Virtually all Somalis are Muslims, and are strongly attached to this identity (McGown, 1999). Further, many Somalis inter-relate their religious identity and their sense of a national identity. Without exception, when asked about how they identified nationally prior to their migration to Canada, each one of the interviewees stated that they saw themselves nationally as Somali. Indeed, 87 percent of the interviewees stated that Islam is a fundamental element of a Somali national identity.

While Islam is most often considered to be a significant component of a Somali cultural rather than national identity, Mahtani (2002) and Radhakrishnan (2003) note the tendency of immigrants in North America to mix ethnic and cultural identifiers within descriptions of a national identity. This may well have to do with the types of categorizations they encounter upon arriving here (e.g. ‘multiculturalism’ as a component of national identity within the Canadian context).

### **Report from Interviewees Regarding School Policies and Curriculum**

Extant public school policies in Toronto reflect a continuing struggle not only between traditional cultural groups and the schools, but also, as a result of these struggles, within the schools themselves between culturalist and secular liberal orientations. An effective gauge to employ in assessing how these environments interrelate with student identity constructions is of course to ask the students themselves.

*Space for Prayer.* Accommodations for religious prayer in the Toronto schools were important to the respondents both in principle, and in terms of their own faith practices. With regard to the former, interviewees stated that such policies were a matter of rights. For example, one interviewee stated that a central purpose of the school was to “shape who she is”, and this included cultivating and sustaining her religious identity. Interviewees also spoke to a relationship between accommodation policies and the cultivation of a multicultural ethos and a general spirit of tolerance and respect. With regard to the latter, the respondents stated that the school policies were important to them as practicing Muslims, and that they needed such measures to fulfill their personal religious requirements. In nearly all cases, interviewees reported that the schools they attended did provide space for prayer.

*Sexual Health Education and Gender-Integrated Physical Education.* Respondents’ experiences with the sexual health education and

gender-integrated physical education in Toronto schools varied more than with their experiences regarding the provision of prayer space. Regarding gender integration in physical education classes, the interviewees reported either accepting and positive experiences, or they expressed some ambivalence. For instance, one interviewee indicated that her “love of sports” trumped any potential difficulties she may have had with the concept of mixed-sex classes. However, another interviewee stated that while he took physical education classes because they were required, the element of gender integration conflicted with religious codes regarding proper interactions between boys and girls. Such variation amongst the interviewees became even more pronounced when discussing instruction pertaining to sex and sexuality. Here interviewees were accepting and supportive, or they were highly ambivalent about the topic being taught in school. For instance, one interviewee stated that the instruction he had received was an appropriate and informed response to the behaviors of contemporary youth in Canada. In contrast, another respondent stated that while she took this instruction because it was required, it conflicted with an ethic deeming the discussion of sex and sexuality to be a private rather than public matter.

### **Forging Identities**

When taken as a whole, interviewees’ identifications with Islam and their public school experiences featured here exist on a continuum in terms of consistency of views with the Muslim voices depicted by Shaheen Azmi (2001). Certainly, the close coupling of a Muslim identity with a national or cultural one would appear to accord quite closely with the position of the Muslim groups Azmi writes about.

However, with respect to school policies and practices, it is interesting to note that the ‘more secular’ the policies, the greater the divergence the interviewees had from the voices of these groups. That is, while the interviewees were nearly unanimous in their support for school-based prayer accommodations—a position advocated by traditional Muslim groups—they were at least

ambivalent about if not supportive of gender-integrated physical education classes and, more so, instruction pertaining to healthy sexuality. This is to say, then, that whereas the struggles that Azmi depicts centered on advancing policies most favorable to Islamic practices and removing policies most challenging, the interviewees featured here were far more accepting of both culturalist as well as secular liberal school policies.

The variety of interviewees' school experiences speaks strongly against any notions of absolutism or essentialism in terms of their collective identity. Thus, there is not one Somali Muslim identity that may be said to represent all of the interviewees. Rather, the picture that the narratives display represents a number of individual biographies, each representative of a young person forging ahead and constructing an identity that works for them. Common across the narratives is: (1) a sense of individual autonomy and choice about what to accept or reject within the school (notwithstanding pressures exerted by parents or elders); and (2) a sense of fluidity regarding their identities.

As sites of cultural becoming and (re)identification, schools are places where the permitted and the prohibited are continuously interrogated (Yon, 2000). In the context of public schooling in Toronto, the permitted versus prohibited dichotomy may be framed within a culturalist versus secular liberal divide. While the dichotomy may present itself as a perpetual enigma for policy makers, scholars and activists of the type written about by Azmi, for the interviewees it appears to be just a part of the terrain within which they must construct meaningful identities. Educators and activists should thus be continuously mindful of how and where both policy and curriculum may essentialize students with regard to their identities, that is, of seeing them as *necessarily* representative of either culturalist or liberal orientations.

## References

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## 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."

- Roxanne Hughes, Managing Editor

### SESSIONS

(See AERA Conference Program for presenters' names)

#### ***Culture, Politics, and Activism: Critical Pedagogy and Content for the 21<sup>st</sup> Century***

Session type: Interactive Symposium

Time: Mon, Mar 24 – 12:00pm – 1:30pm

Place: Sheraton New York Hotel & Towers, Riverside Ballroom, 3<sup>rd</sup> Floor

#### ***Ethics and Politics of Critical Cultural Studies in International Contexts: From "Getting Smart" to "Getting Lost": Problems and Implications from Patti Lather's Last 16 Years' Struggle/Achievement***

Session type: Symposium

Time: Mon, Mar 24 – 12:00pm – 1:30pm

Place: New York Marriott Marquis Times Square, Astor Ballroom Pre-Function, 7<sup>th</sup> Floor

#### ***Conservative Foundations and the Cultural Politics of Curriculum: Fighting the War of Position***

Session type: Symposium

Time: Tue, Mar 25 – 12:25pm – 1:55pm

Place: Sheraton New York Hotel & Towers, Riverside Suite, 3<sup>rd</sup> Floor

#### ***Politics of Choice, Care, and Grievance***

Session type: Paper Discussion (formerly known as Roundtables)

Time: Tue, Mar 25 – 12:25pm – 1:05pm

Place: Hilton New York, Trianon Ballroom/Petit Trianon, 3<sup>rd</sup> floor

#### ***Complexity and the Politics of Complexity Reduction: Toward a More "Just" Education in a Complex World***

Session type: Interactive Symposium

Time: Wed, Mar 26 – 8:15am – 9:45am Place: Sheraton New York Hotel & Towers, Empire Ballroom, Empire West, 2<sup>nd</sup> Floor

#### ***Conflict, Turbulence, and Polarization: The Politics of District-Level Reform***

Session type: Paper Session

Time: Wed, Mar 26 – 10:35am – 12:05pm

Place: New York Marriott Marquis Times Square, Jolson Room, 9<sup>th</sup> Floor

#### ***Issues in Educational Politics and Governance***

Session type: Paper Discussion (formerly known as Roundtables)

Time: Thu, Mar 27 – 8:15am – 8:55am

Place: New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6<sup>th</sup> Floor

#### ***Can Research Influence Policy? Culture and Politics in the Evidence Movement***

Session type: Symposium

Time: Thu, Mar 27 – 10:35am – 12:05pm

Place: Hilton New York, Rendezvous Trianon, 3<sup>rd</sup> floor

#### ***Schooling and the Politics of Disaster: The Privatization of Civic Life and the Destruction of Community***

Session type: Symposium

Time: Thu, Mar 27 – 10:35am – 12:05pm

Place: New York Marriott Marquis Times Square, Marquis Ballroom, Salon C, 9<sup>th</sup> Floor

#### ***Language Ideologies and Practice: A Framework for Understanding the Politics of Language***

Session type: Symposium

Time: Thu, Mar 27 – 2:15pm – 3:45pm

Place: Crowne Plaza Hotel Times Square, Room 509/510, 5<sup>th</sup> Floor

#### ***Market-Based School Governance Structures: The Role of Politics, Economics, Community, and Democracy in Evolving Choice Models***

Session type: Paper Session

Time: Thu, Mar 27 – 2:15pm – 3:45pm

Place: New York Marriott Marquis Times Square, Majestic Complex, Winter Garden Room, 6<sup>th</sup> Floor

#### ***The Politics of Geography, Achievement, and Urban Education***

Session type: Paper Session

Time: Thu, Mar 27 – 4:05pm – 6:05pm

Place: Hilton New York, Nassau Suite A, 2<sup>nd</sup> Floor

#### ***Handbook of Research on the Politics of Education***

Session type: Symposium

Time: Fri, Mar 28 – 2:15pm – 3:45pm

Place: Hilton New York, Concourse E, Concourse Level

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

### *Monday*

#### ***Reflexivity, Solidarity, and the Politics of Accountability***

In Session: Walking the Talk: Enacting Reflexivity in the Everyday

Session Type: Symposium

Unit: Division D-Measurement and Research Methodology

Time: Mon, Mar 24 - 12:00pm - 1:30pm

Place: New York Marriott Marquis Times Square, Barrymore Room, 9th Floor

#### ***Transformative Educational Leadership amid Demographic Change: Engaging Families and Confronting the "Politics of Difference"***

In Session: Transforming Educational Leadership, Professional Culture, and Instructional Practices

Session Type: Paper Session

Unit: Division A-Administration, Organization, and Leadership

Time: Mon, Mar 24 - 12:00pm - 1:30pm

Place: Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room C, Lower Lobby

#### ***Policy and Politics: A Theory of Change in Music Education***

In Session: Current Issues in Music Teaching and Learning

Session Type: Paper Discussion (formerly known as Roundtables)

Unit: SIG-Music Education

Time: Mon, Mar 24 - 12:50pm - 1:30pm

Place: Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor

#### ***The Politics of Mandal Implementation of Reservation Policy***

In Session: Access and Equity Across the World: Cultural Diversity, Educational Opportunity, and Mechanisms to Fight Discrimination

Session Type: Symposium

Unit: Division J-Postsecondary Education

Time: Mon, Mar 24 - 2:15pm - 3:45pm

Place: New York Marriott Marquis Times Square, Majestic Complex, Majestic Room, 6th Floor

### *Tuesday*

#### ***From Hermeneutics to Emancipatory Politics: The Philosophical Journey of Dieter Misgeld***

In Session: Topics in Philosophy and Education I

Session Type: Paper Discussion (formerly known as Roundtables)

Unit: SIG-Philosophical Studies in Education

Time: Tue, Mar 25 - 8:15am - 8:55am

Place: Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor

#### ***Building Public Engagement and Citizen-Centered Politics***

In Session: Building Civic Capacity Through Deliberative Public Engagement: How Well Does It Work?

Session Type: Symposium

Unit: Presidential Session

Time: Tue, Mar 25 - 10:35am - 12:05pm

Place: Hilton New York, Sutton Complex, Regent Parlor, 2nd Floor

#### ***Math Education and Social Justice: Gatekeepers, Politics, and Teacher Agency***

In Session: Critical Issues in Curriculum Theory

Session Type: Paper Session

Unit: SIG-Critical Issues in Curriculum and Cultural Studies

Time: Tue, Mar 25 - 10:35am - 12:05pm

Place: New York Marriott Marquis Times Square, Lyceum Complex, Lyceum Room, 5th Floor

#### ***The Politics of League Tables***

In Session: A World Cup in Higher Education? On Academic Ranking Lists: Constructions, Consequences, and Controversies

Session Type: Symposium

Unit: Division J-Postsecondary Education

Time: Tue, Mar 25 - 10:35am - 12:05pm

Place: New York Marriott Marquis Times Square, Empire Complex, Empire/Hudson Room, 7th Floor

#### ***The Politics of Care in Urban Schools***

In Session: Politics of Choice, Care, and Grievance

Session Type: Paper Discussion (formerly known as Roundtables)

Unit: SIG-Politics of Education

Time: Tue, Mar 25 - 12:25pm - 1:05pm

Place: Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor

#### ***Rethinking Community Politics of Education: Insights from Analysis of the Ecology of Resistance Games in State Activism***

In Session: Politics of Choice, Care, and Grievance

Session Type: Paper Discussion (formerly known as Roundtables)

Unit: SIG-Politics of Education

Time: Tue, Mar 25 - 12:25pm - 1:05pm

Place: Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor

#### ***Rightist Multiculturalism: The Core Knowledge Foundation and the Politics of Neoconservative School Reform***

In Session: Conservative Foundations and the Cultural Politics of Curriculum: Fighting the War of Position

Session Type: Symposium

Unit: Division B-Curriculum Studies

Time: Tue, Mar 25 - 12:25pm - 1:55pm

Place: Sheraton New York Hotel & Towers, Riverside Suite, 3rd Floor

***"Educating the Uprooted: Education, Language and Politics in Sindh, Pakistan (1947-2007)"***

In Session: Postcolonial Studies in Education: Paper Discussion Session  
Session Type: Paper Discussion (formerly known as Roundtables)  
Unit: SIG-Postcolonial Studies and Education  
Time: Tue, Mar 25 - 2:15pm - 2:55pm  
Place: Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor

***The Politics and Practice of Alternative Certification: The Case of California's Intern Teacher Program***

In Session: Impact and Effectiveness of Alternative Routes and Career Paths of Teachers  
Session Type: Paper Session  
Unit: Division L-Educational Policy and Politics  
Time: Tue, Mar 25 - 2:15pm - 3:45pm  
Place: New York Marriott Marquis Times Square, Lyceum Complex, Carnegie Room, 5th Floor

***The Racial Politics of Vouchers: Identity and Subalternity in Unsettling Educational Times***

In Session: Learning, Community, and Democracy: Beyond School Reform to the Reconstruction of Public Education  
Session Type: Interactive Symposium  
Unit: SIG-Critical Educators for Social Justice  
Time: Tue, Mar 25 - 2:15pm - 3:45pm  
Place: New York Marriott Marquis Times Square, Majestic Complex, Music Box Room, 6th Floor

***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  
Unit: Presidential Session  
Time: Tue, Mar 25 - 4:05pm - 6:05pm  
Place: Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor

***Identifying, Addressing, and Dealing With Academic Politics That May Affect You: The Asa Hilliard Table***

In Session: Continued Conversations with Senior Scholars on Advancing Research and Development Related to Black Education  
Session Type: Interactive Symposium  
Time: Tue, Mar 25 - 4:05pm - 6:05pm  
Place: Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor

***The Politics of Schooling Black Children in Black Suburbia: Perspectives and Beliefs of Key Stakeholders***

In Session: Education Across Picket Fences, in Black and White: Diverse Suburban Contexts of African American Student Achievement  
Session Type: Symposium  
Unit: Division G-Social Context of Education  
Time: Tue, Mar 25 - 4:05pm - 5:35pm  
Place: New York Marriott Marquis Times Square, Empire Complex, Chelsea/Gotham Room, 7th Floor

***Wednesday***

***Five Theses on Complexity Reduction and Its Politics***

In Session: Complexity and the Politics of Complexity Reduction: Toward a More "Just" Education in a Complex World  
Session Type: Interactive Symposium  
Unit: SIG-Chaos and Complexity Theories  
Time: Wed, Mar 26 - 8:15am - 9:45am  
Place: Sheraton New York Hotel & Towers, Empire Ballroom, Empire West, 2nd Floor

***Guiding the Future in Education and Politics***

In Session: Complexity and the Politics of Complexity Reduction: Toward a More "Just" Education in a Complex World  
Session Type: Interactive Symposium  
Time: Wed, Mar 26 - 8:15am - 9:45am  
Place: Sheraton New York Hotel & Towers, Empire Ballroom, Empire West, 2nd Floor

***"Immigrant" Youth, Citizenship, and the Politics of Belonging in Catalonia, Spain***

In Session: Immigrant Origin Youth in Europe: Navigating Among Schools, Communities, and the State  
Session Type: Symposium  
Unit: Division G-Social Context of Education  
Time: Wed, Mar 26 - 8:15am - 9:45am  
Place: New York Marriott Marquis Times Square, Cantor Room, 9th Floor

***Supplementation and the Politics of Expertise: A Case of Curricular Implementation***

In Session: District Curricular Reform: A Longitudinal Study  
Session Type: Symposium  
Unit: Division L-Educational Policy and Politics  
Time: Wed, Mar 26 - 8:15am - 9:45am  
Place: New York Marriott Marquis Times Square, Soho Complex, Soho/Herald Room, 7th Floor

***Expanding the Definition of Literacy: Challenging the Politics of Representation***

In Session: Multiple Approaches and Definitions of Literacy and Literature  
Session Type: Paper Session  
Unit: Division G-Social Context of Education  
Time: Wed, Mar 26 - 10:35am - 12:05pm



Place: New York Marriott Marquis Times Square, Gilbert Room, 4th Floor

***Reading Lolita in Times of War: Women's Book Clubs and the Politics of Reception***

In Session: Contested Imaginaries: Transnational Feminist Reading Practices, Pedagogy, and Ethical Concerns in Reading Muslim Women Post-9/11

Session Type: Symposium

Unit: SIG-Critical Educators for Social Justice

Time: Wed, Mar 26 - 10:35am - 12:05pm

Place: New York Marriott Marquis Times Square, Odets Room, 4th Floor

***City Schools and City Politics: Another Look at Pittsburgh, Boston, and St. Louis***

In Session: Civic Capacity and Urban Education: Looking Back; Looking Forward

Session Type: Symposium

Unit: Presidential Session

Time: Wed, Mar 26 - 12:25pm - 1:55pm

Place: Hilton New York, Sutton Complex, Sutton South, 2nd Floor

***Freire and Vygotsky: Praxis and the Politics of Knowledge***

In Session: Freire and Vygotsky: Examining the Links Between Critical Pedagogy and Dialectical Psychology of Learning and Development

Session Type: Symposium

Time: Wed, Mar 26 - 12:25pm - 1:55pm

Place: New York Marriott Marquis Times Square, Marquis Ballroom, Salon C, 9th Floor

***Health Curriculum and the Politics of Care: Narratives of Health, Good Parenting, and Citizenship***

In Session: Health Education in Curriculum Studies

Session Type: Paper Session

Unit: Division B-Curriculum Studies

Time: Wed, Mar 26 - 12:25pm - 1:55pm

Place: Sheraton New York Hotel & Towers, Madison Suite 4, 5th Floor

***Politics of Images: Mathematics, Femininity, and Caring in Preservice Teachers' Perceptions***

In Session: Challenges and Strategies in the Advancement of Gender Equity

Session Type: Poster Session

Unit: SIG-Research on Women and Education

Time: Wed, Mar 26 - 12:25pm - 1:55pm

Place: Hilton New York, Americas Hall, 3rd Floor

***Young People and Politics: Two Incompatible Worlds?***

In Session: Democratic Citizenship in Education: Paper Discussion

Session Type: Paper Discussion (formerly known as Roundtables)

Unit: SIG-Democratic Citizenship in Education

Time: Wed, Mar 26 - 12:25pm - 1:05pm

Place: New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor

***Making Sense of Renaissance 2010 School Policy in Chicago: Race, Class, and the Cultural Politics of Neoliberal Urban Restructuring***

In Session: Global Cities, Neoliberalism, and the Restructuring of Urban Education

Session Type: Symposium

Unit: Division G-Social Context of Education

Time: Wed, Mar 26 - 2:15pm - 3:45pm

Place: New York Marriott Marquis Times Square, Empire Complex, Chelsea Room, 7th Floor

**Thursday**

***Micropolitics and the Development of Distributed Leadership***

In Session: Distributed Leadership and Power: Responses and New Directions

Session Type: Symposium

Unit: Division A-Administration, Organization, and Leadership

Time: Thu, Mar 27 - 8:15am - 9:45am

Place: Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room J, Lower Lobby

***Setting the School Board's Agenda: When State-led Accountability, Advocacy, and Local Politics Collide***

In Session: Issues in Educational Politics and Governance

Session Type: Paper Discussion (formerly known as Roundtables)

Unit: Division L-Educational Policy and Politics

Time: Thu, Mar 27 - 8:15am - 8:55am

Place: New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor

***Sexual Politics in California K-12 System***

In Session: Issues in Educational Politics and Governance

Session Type: Paper Discussion (formerly known as Roundtables)

Unit: Division L-Educational Policy and Politics

Time: Thu, Mar 27 - 8:15am - 8:55am

Place: New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor

***The Unspoken Politics of Race in School District Instructional Policy***

In Session: Issues in Educational Politics and Governance

Session Type: Paper Discussion (formerly known as Roundtables)

Unit: Division L-Educational Policy and Politics

Time: Thu, Mar 27 - 8:15am - 8:55am

Place: New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor

***Feasting on Disaster: Urban School Policy, Globalization, and the Politics of Disaster***

In Session: Schooling and the Politics of Disaster: The Privatization of Civic Life and the Destruction of Community  
Session Type: Symposium  
Unit: Division G-Social Context of Education  
Time: Thu, Mar 27 - 10:35am - 12:05pm  
Place: New York Marriott Marquis Times Square, Marquis Ballroom, Salon C, 9th Floor

***The Politics and Culture of Evidence: Theory and Practice***

In Session: Can Research Influence Policy? Culture and Politics in the Evidence Movement  
Session Type: Symposium  
Unit: Presidential Session  
Time: Thu, Mar 27 - 10:35am - 12:05pm  
Place: Hilton New York, Rendezvous Trianon, 3rd floor

***The Politics of Performance Funding: The Relevance of State Relative Autonomy and Institutional Theories***

In Session: External Influences on Institutional Expenditures, Revenue, and Organization in Higher Education  
Session Type: Paper Session  
Unit: Division J-Postsecondary Education  
Time: Thu, Mar 27 - 10:35am - 12:05pm  
Place: Crowne Plaza Hotel Times Square, Room 1507, 15th Floor

***The Cultural Politics of Borrowing: Japan, Britain, and the Narrative of Educational Crisis***

In Session: Issues in International Education Policy  
Session Type: Paper Discussion (formerly known as Roundtables)  
Unit: Division L-Educational Policy and Politics  
Time: Thu, Mar 27 - 11:25am - 12:05pm  
Place: New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor

***The Politics of Large-Scale, Institutionalized Community Organizing and Local Knowledge Initiatives: An Ethnographic Study***

In Session: Overcoming Inequality Mechanisms to Create Educational Opportunity  
Session Type: Paper Discussion (formerly known as Roundtables)  
Unit: Division G-Social Context of Education  
Time: Thu, Mar 27 - 11:25am - 12:05pm  
Place: New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor

***The Relationship of Academic and Personality Factors on Praxis I Pass Rates: The Politics of Teacher Education in America***

In Session: Education Policy and the Recruitment, Preparation, and Retention of Teacher Education Candidates  
Session Type: Paper Session  
Unit: Division K-Teaching and Teacher Education  
Time: Thu, Mar 27 - 12:25pm - 1:55pm

Place: Hilton New York, Midtown Suite, 4th Floor

***Separate Schools, Different Worlds: The Politics of Segregating Czech Roma and Estonian Russians***

In Session: Education and Social Segregation  
Session Type: Paper Session  
Time: Thu, Mar 27 - 2:15pm - 3:45pm  
Place: Crowne Plaza Hotel Times Square, Room 1506, 15th Floor

***Rwanda and South Africa: Memory, Identity, and the Politics of Curriculum Construction in Transition Societies***

In Session: History, Narrative, and Identity: Research on Curriculum and Cognition in Africa, Europe, and the U.S.  
Session Type: Symposium  
Unit: SIG-Teaching History  
Time: Thu, Mar 27 - 4:05pm - 5:35pm  
Place: Hilton New York, Lincoln Suite, 4th Floor

**Friday**

***Arts-Based Research and the Politics of Methodology***

In Session: Problematizing Current Constructs of Arts-Based Educational Research  
Session Type: Symposium  
Unit: SIG-Arts-Based Educational Research  
Time: Fri, Mar 28 - 8:15am - 9:45am  
Place: Sheraton New York Hotel & Towers, Lenox Ballroom, 2nd Floor

***Biopolitics, Subjectivity, and Education***

In Session: Education and the Multitude: Community, Democracy, and Activism Against Empire  
Session Type: Symposium  
Unit: Division B-Curriculum Studies  
Time: Fri, Mar 28 - 8:15am - 10:15am  
Place: Sheraton New York Hotel & Towers, Liberty Suite 4, 3rd Floor

***Rolling back, Rolling out'': Reexamining the Politics of Decentralization in Spain***

In Session: Neoliberalism and Education: Perspectives on Policy and Practice  
Session Type: Interactive Symposium  
Unit: Division G-Social Context of Education  
Time: Fri, Mar 28 - 8:15am - 9:45am  
Place: Crowne Plaza Hotel Times Square, Room 1507, 15th Floor

***Cosby's Qualms, Educators Quests: Politics and Theory of Communicating Across Differences Within Black Culture***

In Session: Historical and Contemporary Contexts of Black Education: Implications for Research and Practice  
Session Type: Paper Session  
Unit: SIG-Research Focus on Black Education  
Time: Fri, Mar 28 - 10:35am - 12:05pm  
Place: Hilton New York, Sutton Complex, Regent Parlor, 2nd Floor

***The Politics of Knowledge in Federal Educational Policy:  
The Evidence-Based Practices/Policy Movement***

In Session: Disconnects Among Educational Research, Policy, and Practice

Session Type: Paper Session

Unit: Division L-Educational Policy and Politics

Time: Fri, Mar 28 - 10:35am - 12:05pm

Place: Crowne Plaza Hotel Times Square, Times Square Ballroom, Section A, Lobby Level

***The Politics of Language and Ethnicity***

In Session: A Critical/Ideological Perspective on Ebonics and Bilingual Education in Contemporary Debates About "Language"

Session Type: Interactive Symposium

Unit: Division G-Social Context of Education

Time: Fri, Mar 28 - 10:35am - 12:05pm

Place: Hilton New York, Murray Hill Suite B, 2nd Floor

***Badiou, Art, Politics: In Search of a New Body for Visual Art Education***

In Session: Badiou and Education: "The Possibility of New Possibilities"

Session Type: Symposium

Unit: Division B-Curriculum Studies

Time: Fri, Mar 28 - 12:25pm - 1:55pm

Place: Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room F, Lower Lobby

***Framing and the Politics of Early Childhood Education***

In Session: Early Childhood and Primary Education Policy

Session Type: Paper Session

Unit: Division L-Educational Policy and Politics

Time: Fri, Mar 28 - 12:25pm - 1:55pm

Place: Crowne Plaza Hotel Times Square, Times Square Ballroom, Section A, Lobby Level

***Theorizing Race within the Politics of Culture: The Reconstitution of "Blackness" in Student Discourse***

In Session: Identity Discourse: Exploring Dimensions of Race, Ethnicity, Class, and Achievement

Session Type: Paper Session

Unit: Division G-Social Context of Education

Time: Fri, Mar 28 - 2:15pm - 3:45pm

Place: Crowne Plaza Hotel Times Square, Room 1503, 15th Floor

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President

Stacey Rutledge

Secretary

Vincent Anfara

Treasurer

*Politics of Education Association Bulletin* is an official publication of the Politics of Education Association (PEA) and is published two 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, New York City

Date: Wednesday, March 26

Time: 6:15 pm to 7:45 pm

Hilton NY Hotel, Harlem Suite, 4th Floor

1. Call the meeting to order, and President's Final Message  
(Bruce Cooper)
2. Treasurer's Report on Finances and Membership (Vincent Anfara)
3. Secretary's Report (Stacey Rutledge)
4. Report on AERA Program (John Sipple, Chair, PEA Program  
Committee at AERA)
5. Publications Committee (Katherine McDermott, Rick Ginsberg)
6. PEA Bulletin (Kyle Ingle, Brendan Maxcy)
7. Awards Committee
  - Outstanding Dissertation Award 2006-2007 (Dorothy Shipps)
  - Roald Campbell Award to Frances Fowler (James Cibulka)
8. Elections Committee (Stacey Rutledge)
9. Membership Committee (Tamara Young)
10. POETS (Dana Mitra)
11. Retirement Party and Roast for Jay Scribner (Jay Scribner, Bill Boyd & Bruce  
Cooper)
12. Old Business
13. New Business
14. Adjourn to dinner and sodality.

## **Become a member of the Politics of Education Association**

### *Membership Benefits*

PEA membership provides members with an electronic PEA Bulletin (the Association's newsletter), recent publications, and information about upcoming conferences, books, articles, and events related to politics of education. Members also receive the special double issue of *Educational Policy* (January/March) which serves as the annual yearbook of the Politics of Education Association.

### *Current and New Members*

Since the Politics of Education Association is now a special interest group (SIG) of the American Educational Research Association (AERA), you can join PEA when applying for a new AERA membership or renewing your AERA membership.

If it is not time to renew your AERA membership or you do not wish to be a member of AERA, then you can still join or renew your PEA membership by filling out the membership application on the next page. Send it with a check in the amount of \$40 payable to the **Politics of Education Association** to Tamara Young at the following address:

Tamara V. Young, Ph.D.  
Membership Committee Chair  
608J Poe Hall, Campus Box 7801  
Educational Leadership and Policy Studies  
North Carolina State University  
Raleigh, North Carolina 27695-7801

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

Name (please print): \_\_\_\_\_

Title: \_\_\_\_\_

Affiliation: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: (    ) \_\_\_\_\_

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Email Address: \_\_\_\_\_

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

Enclosed please find a check to PEA for \$40 for full, one-year membership

**Send to:        Tamara V. Young, Ph.D.  
608J Poe Hall, Campus Box 7801  
Educational Leadership and Policy Studies  
North Carolina State University  
Raleigh, North Carolina 27695-7801**

**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)