



*Public-Private Partnerships and the Small Schools Movement: A New Form of Education Management*

**Catherine DiMartino<sup>1</sup>**  
*Hofstra University*

While reports of school vouchers and educational management organizations (EMOs) hold the media's and public's attention, subtler but no less important privatization initiatives have taken root in some of the largest urban districts across the United States. In the context of this study, privatization is defined as "the act of reducing the role of government, or increasing the role of the private sector, in an activity or in the ownership of assets" (Savas, 1987, p. 3). This new privatization, often coupled with mayoral takeover of school systems, school choice initiatives, and increased accountability, encourages unprecedented reliance on the private sector to provide educational services at all levels. While advocates and critics debate the effectiveness of privatization, there is little empirical evidence that considers how power is distributed amongst private sector partners, labeled 'intermediary' organizations in the latest iteration, and school stakeholders.

(Continued on Page 3)

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<sup>1</sup>Catherine DiMartino (Ph.D., New York University, 2009) is Assistant Professor of Teaching, Literacy and Leadership at Hofstra University in Hempstead, New York. Her dissertation, chaired by Janelle Scott, was selected as the Politics of Education Association's Outstanding Dissertation Award for 2009-2010.

*Accountability and Liability: A South African Education Law Perspective on School Leadership*

**Nalize Marais<sup>2</sup>**  
*University of the Free State  
South Africa*

Recent media statements characterise South African schools as places where violence, corruption and disruption create unstable learning and working conditions. Although the South African public sector experienced various legislative changes, increasing the involvement of law in education, schools still seem to experience issues that constrain the provision of quality education in a safe and secure environment. It consequently appears necessary to determine who is responsible for implementing applicable regulations and policies to counteract negative influences, as well as who is accountable if actions are wrongfully taken.

The South African Schools Act<sup>3</sup> states that the professional management of a public school must be undertaken by the principal of a school. Although the management of the school should be undertaken by the principal, the previous minister of education...

(Continued on Page 18)

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<sup>2</sup>Nalize Marais (Ph.D., University of the Free State, 2009) is an Institutional Researcher in the Directorate for Institutional Research and Academic Planning, University of the Free State. Her dissertation, chaired by S.M. (Rita) Niemann, was a finalist for the Politics of Education Association's Outstanding Dissertation Award for 2009-2010.

<sup>3</sup> South African Schools Act, No. 84 of 1996, section 16(3)

## TABLE of CONTENTS

Page 1	<i>Public-Private Partnerships and the Small Schools Movement: A New Form of Education Management</i> Catherine DiMartino, Hofstra University
Page 1	<i>Accountability and Liability: A South African Education Law Perspective on School Leadership</i> Nalize Marais, University of the Free State, South Africa
Page 2	Message from the President
Page 7	AERA Program Report
Page 8	2011 William L. Boyd National Educational Politics Workshop
Page 8	PEA Dissertation Awards Committee Report
Page 9	Treasurer's Report
Page 9	Publications Committee Report
Page 10	Politics-related AERA Sessions

## PEA Business Meeting

**Date: Friday, April 8**

**Time: 6:15 pm – 8:15 pm**

**Place: Sheraton / Bayside C**

## Division L Business Meeting

**Date: Saturday, April 9**

**Time: 6:15 pm – 8:15 pm**

**Place: Sheraton / Grand Chenier**

## MESSAGE FROM THE PRESIDENT

**CATHERINE A. LUGG**  
**RUTGERS UNIVERSITY**

As the academic term slides towards spring break in some settings, and into mid-term examinations in others, it's hard to believe that in less than a month we will be meeting in New Orleans for the 2011 AERA Convention. I would like to thank Rebecca Jacobson (Michigan State University), the PEA reviewers, and convention program team, for their diligent and hard work pulling together a terrific convention program.

PEA will kick off the AERA convention with the William L. Boyd National Politics of Education Mentoring Session on Friday, at 2:30 PM, in the Sheraton Grand Ballroom E. A special thanks goes to Katy Bulkley (Montclair State University) and Dana Mitra (Pennsylvania State University) for so ably pulling together another great session.

Shortly after the Boyd session concludes, we will be meeting for the PEA annual business meeting, beginning at 6:15 PM in the Sheraton, Bayside C. Please plan on attending since there are several items of business we will need to address. There will be "light refreshments" served.

For the rest of the AERA convention, PEA will be hosting two Symposia, two Roundtables and one Paper Session. Information on these sessions can be found on page 7 of this bulletin. There are also related scattered sessions throughout the convention program.

PEA is a very busy scholarly organization, but we should not rest on our well-deserved laurels. If you have any ideas to further PEA, please e-mail me at [catherine.lugg@gse.rutgers.edu](mailto:catherine.lugg@gse.rutgers.edu).

See you in New Orleans!

Cath



**Public-Private Partnerships**  
(DiMartino, continued from page 1)

The use of public-private partnerships is not new; private sector contracting has a long history in public education. However, the founding and running of schools by private sector organizations is a more recent phenomenon (Colby, Smith & Shelton, 2005; Gold, Christman & Herold, 2007; Miron & Nelson, 2002; Richards, Shore & Sawicky, 1996). Fueled by neoliberal ideology which argues that markets and consumer choice create more effective and better quality public schools (Chubb & Moe, 1990; Friedman, 1962), the influence of these perspectives on policymakers, in concert with the decreased role of federal and local governments in social services, has led to the reconceptualization of how educational services are delivered. This vision involves replacing publicly funded and run educational services with public-private partnerships or entirely private organizations.

The crossing of boundaries between private and public sector organizations raises important questions about the politics of cross-sectoral partnerships in the new small schools movement. This dissertation focuses on the emergence of intermediary organizations as partners to new small schools in New York City. Using two case studies of new small schools co-founded by an intermediary organization and the New York City Department of Education, this study examines decision-making—a key area around which partners and school negotiate power<sup>4</sup>. In particular, this dissertation explores how partners and school-based stakeholders make decisions over personnel, teaching and learning, professional development and budgeting. The following research questions guide this study:

1. What motivates public school principals and intermediary organizations to partner to create and run a school?

<sup>4</sup> In the dissertation, the term power refers to the ability of an individual or group, as defined by Max Weber (1946), “to realize their own will in a communal action even against the resistance of others who are participating in the action” (p. 180).

2. What are the values, beliefs and goals for schooling that drive members of public small school communities—including principals, teachers, parents and members of intermediary organizations?
3. What are the central issues around which public small school communities experience conflict, cooperation and the process of negotiation?

**Methods**

The dissertation uses case study methodology to answer questions about the politics of public-private partnerships contextually embedded at the school level. Case study methodology’s reliance on multiple sources of evidence facilitated the gathering of various interpretations of issues and events, and the ability to create an in-depth description of the phenomena in context (Stake, 1995, Yin, 2003).

Sources of evidence for this study included document reviews, interviews, and observations. Two case studies were conducted for this study. Data collection spanned 16 months. In total, 44 individuals were interviewed from schools, intermediaries and the district’s central office. All of the interviews were recorded and transcribed.

The works of Miles and Huberman (1994), and Stake (1995) guided the data analysis. Data analysis relied heavily on Miles and Huberman’s guidelines for coding and techniques specific to case study such as direct interpretation and categorical aggregation. In addition, data were managed and analyzed using Atlas.ti, a qualitative analysis software. In order to ensure reliability, data were triangulated by comparing findings from multiple sources. While not generalizable across the universe of public/private partnerships, findings from this study add to the existing theory building on public-private partnerships in public education.

**Theoretical Framework**

To examine the politics of public-private partnerships, the framework for this study weaves together the theories and research of political scientists and educational historians. Wirt and Kirst (2001) analyze the complex set of values involved in educational policymaking. While Handler (1996) both acknowledges the complexities surrounding

the politics of schooling and raises questions about who is empowered by these new governance structures.

Wirt and Kirst (2001) highlight the critical role that personal and group values play in the politics of public education. They show us that it is the particular values of quality, efficiency, equity and choice that drive individual and group decisions about education. Stakeholders, including parents, principals, teachers, intermediary organization staff, foundation officers, public office holders, community groups and business leaders have formed their own sets of values regarding education based on the cultural and historical context in which they operate. For this study, examining who champions which values and, correspondingly, whose values dominate will reveal how power is negotiated in terms of school decision-making. Wirt and Kirst's discussion of values provides a useful lens through which to examine and explore the relationships that evolve when public and private organizations partner to co-found new small schools. However, knowledge of diverse and sometimes conflicting values and goals does not alone provide enough of a framework for studying these complicated organizational structures. Integrating Handler's (1996) work pushes the study beyond values to unravel the complexities of empowerment embedded within the experiences of people working in and attending these hybrid schools. The integration of these diverse, yet overlapping perspectives creates a useful framework to study cross-sectoral partnerships.

### **Key Findings**

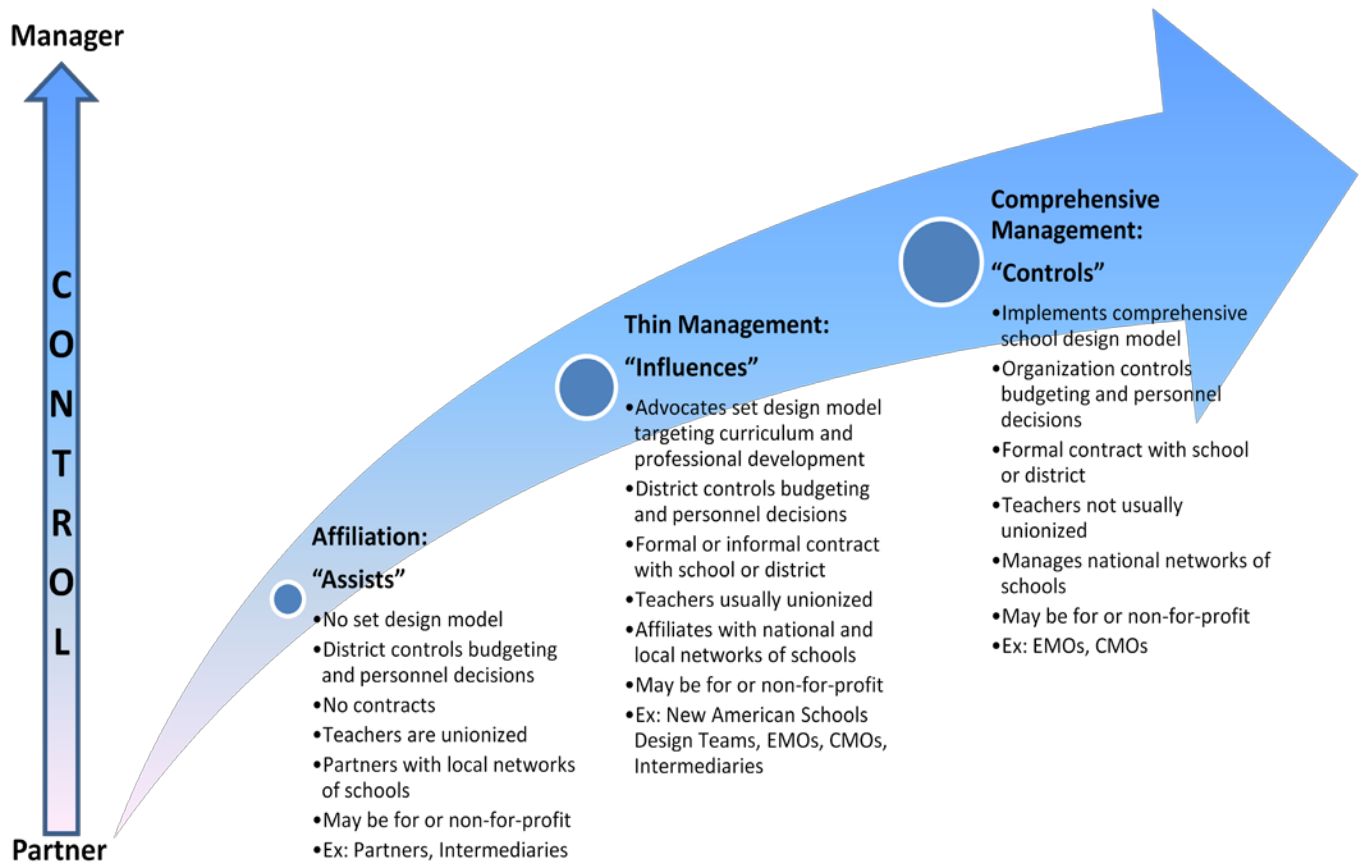
This dissertation presents two case studies of new small public schools founded in collaboration with intermediary organizations. It explores the school-intermediary partnership in order to capture the distribution of power among key stakeholders as negotiated in central moments of decision-making. From the perspective of local stakeholders, the partnerships generated some positive results; affording schools financial and in-kind support and access to high-status social capital. Yet, the key finding from this study is that the actual nature of

these cross-organizational partnerships was misunderstood, as the intermediaries enjoyed greater power than local stakeholders did in realizing their organizational missions, confounding the notion of the relationships as partnerships. For the most part, rather than acting as partners with equal rights and responsibilities, intermediaries sought to assume managerial roles. This caused tension as stakeholders struggled to define and, at times, fully comprehend their roles and responsibilities within the relationship. This turmoil contributed to the high teacher attrition rates at one school, and to the eventual dissolution of the school-intermediary partnership at the other school.

To understand these hybrid organizations it is essential to capture how power—manifested through control—is shared among different types of partnerships, and to question whether the organizational relationships formed between private sector partners and public schools are, in fact, partnerships, or instead another more complex form of management and associations, similar to education management organizations. This dissertation offers a new framework, entitled the spectrum of control, to capture the landscape of power and control across organizational types.

The spectrum of control draws from research focusing on new players in the field of educational management (Scott & DiMartino, 2010), on differentiating managerial responsibility among private sector organizations (Colby, Smith & Shelton, 2005), and on the implementation of a diverse provider in Philadelphia (Bulkley, Mundell & Riffer, 2004; Gold, Christman & Herold, 2007). The spectrum contains three categories that private sector organizations working with public schools can fall into and between: affiliation, thin management and comprehensive management (See Figure 1). By combining organizational characteristics (such as whether or not an organization has a set design model) with contextual characteristics (such as whether or not teachers are unionized) these categories represent varying levels of influence that an organization might be expected to hold over a school.

Figure 1. Spectrum of Control.<sup>5</sup>



<sup>5</sup> Ideas from Colby, Smith and Shelton's (2005) spectrum of loose to tight management responsibility, support and control influenced the creation of this spectrum of control.

This dissertation reveals that that term “partnership” is misleading. Rather than being equal actors in a relationship, private sector partners often strive to assume managerial roles, acting according to the spectrum of control more like “thin managers” than “affiliates,” with schools. These power plays create tension at the school level as key stakeholders struggle to understand the parameters of the school-partner relationship, and to retain control over the school environment.

The spectrum of control is very important; where a private sector partner lands on the continuum reflects the amount of control that it will be able to leverage within a school, and in turn, how likely its educational values and goals for schooling are to take precedence, even if they clash with those of school level stakeholders. This knowledge is essential for school leaders contemplating partnering with private sector organizations and working in hybridized environments.

### **Policy Implications and Conclusion**

When viewed through the context of these cases, the theoretical basis of public-private partnerships is called into question. For nearly every posited benefit of the use of intermediaries in small schools, a countervailing result arose. To wit: the theory holds that the reform was going to empower teachers and parents, yet the reality of the case studies show that they had no window into the intermediary organization, no audience to espouse their concerns, and were largely cut out of key decisions. The theory holds that students were supposed to be enticed by schools that sparked their imaginations, but the cases reveal that students were misled by false advertisements. The theory holds that schools were going to be inspired to live up to greater accountability standards, yet the case studies demonstrate that schools were incentivized to simply select already high-performing students. The theory holds that the use of intermediary organizations in small schools was supposed to make education more democratic, yet the case studies reveal that intermediaries instead encouraged “back-door” deals on behalf of partnered schools to the presumed detriment of non-partnered counterparts. The theory holds that

intermediaries would spark innovation, yet the case studies show that instead intermediaries’ desire for set school design models stifled teachers’ ability to create their own curriculum. Finally, and the main implication that ties together all of these findings, the theory holds that the addition of a private sector partner was going to knock down entrenched layers of bureaucracy in order to devolve power from government to the school community, yet the case studies demonstrate that principals instead found themselves simply dealing with a new layer of management. This gap between theory and practice suggests that more deliberation is needed to fully consider the impact of public-private partnerships on public education. Placing organizations on the spectrum of control is a step towards closing this gap because it empowers stakeholders - from both the public and private sectors – to enter these relationships fully cognizant of the expected parameters of power and control.

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**Changing Voices in Education Policy: Examining the Motivation and Influence of Different Policy Actors**

Friday, April 8<sup>th</sup> at 4:05 pm – Sheraton, Grand Ballroom D

**Politics of Language: The Policy Consequences of How the Issues are Defined and Framed**

Saturday, April 9<sup>th</sup> at 12:25 pm – Sheraton, Grand Ballroom D

Additionally, we encourage all members to attend the Politics of Education Association business meeting.

**Business Meeting**

Friday, April 8<sup>th</sup> at 6:15 pm – Sheraton, Bayside C

Looking Ahead: Planning for AERA 2012 is already underway! The system is open for volunteers to be part of the review panel. We also hope you will submit a proposal to the PEA SIG for AERA 2012 so that we can continue to sponsor engaging and thoughtful sessions.

We look forward to seeing you in New Orleans.

Rebecca Jacobsen  
Chair, Program Committee for AERA 2011

**The University Council for Educational Administration Annual Conference**

November 17-20, 2011  
Pittsburgh, Pennsylvania  
Westin Hotel

**Conference Theme:**  
*Forecasting the Future of Leadership Preparation and Practice: Reclaiming Ground Through Research, Policy and Politics*  
**Proposal Submission Deadline:**  
May 9, 2011

**AERA PROGRAM REPORT**

**REBECCA JACOBSEN**  
**MICHIGAN STATE UNIVERSITY**

New Orleans, Louisiana – Here we come!

We are looking forward to hearing new and cutting edge research presented at this year’s annual meeting The Politics of Education Association is pleased to sponsor a number of engaging sessions. Based on the thoughtful feedback given by the review panel members, the PEA Program Committee selected high quality papers that reflect issues and ideas central to the interests of PEA members.

We hope to see you at one or more of the following:

Symposium Sessions:

**Crossing Boundaries and Colliding Words: The Politics of Prekindergarten Education**

Saturday, April 9<sup>th</sup> at 8:15 am – Sheraton, Southdown

\* Please note - this is the 2011 PEA yearbook.

**Local and State Actors Involved in Education Politics and Policymaking**

Sunday, April 10<sup>th</sup> at 10:35 am – Sheraton, Oak Alley

Paper Sessions:

**The Politics of Sustainable Change in Education**

Monday April 11<sup>th</sup> at 4:05 pm – Sheraton, Edgewood

Roundtable Sessions:

**2011 WILLIAM L. BOYD  
NATIONAL EDUCATIONAL POLITICS  
WORKSHOP**

**DANA MITRA  
PENNSYLVANIA STATE UNIVERSITY**

**KATY BULKLEY  
MONTCLAIR STATE UNIVERSITY**

The William L. Boyd National Educational Politics Workshop (Boyd NEPW) will be held at AERA in New Orleans on Friday April 8, 2011, from 2:30-5:00. The workshop's focus is providing mentorship for emerging and future educational politics scholars. Last year, more than 50 nationally-recognized scholars participated as mentors to emerging scholars. Co-sponsored by the Politics of Education Association and the University Council for Educational Administration, the workshop is designed for "emerging scholars" (including both graduate students and recent graduates) to interact with leading scholars and to gain advice as they move forward in their careers. For part of the session mentors are paired with emerging scholars according to compatible research interests. For this year, we have 115 registered emerging scholars and 40 mentors. The remainder of the session is focused on general topics of interest, including conducting research, publishing and transitioning from graduate student to professor/researcher positions. We are excited to continue what is growing into a valued and anticipated program for PEA.

**Division L's Junior Faculty Mentoring  
Seminar**

*Advice from Leading Faculty and  
Researchers in Education Policy*

*Date: Sunday, April 10  
Time: 12:25 pm – 1:55 pm  
Place: Sheraton, Gallier*

**DISSERTATION AWARD COMMITTEE  
REPORT**

**ERIK C. NESS  
UNIVERSITY OF GEORGIA**

The PEA Dissertation Award Committee has completed two rounds of evaluations for the Outstanding Dissertation in the Politics of Education. This year 15 strong nominations produced 4 finalists. Although the winner will not be announced until the PEA Business Meeting at AERA, the committee is pleased to announce this year's finalists (and their dissertation sponsors):

Molly Gordon (University of Minnesota), *Bringing Parent and Community Engagement Back into the Education Reform Spotlight: A Comparative Case Study*. Sponsored by Karen Seashore Louis.

Paula McAvoy (University of Wisconsin), *Cultural Accommodations in Public Schools: Weighing Competing Values*. Sponsored by Harry Brighthouse.

Imre Meszaros (University of Southern California), *The Political Economy of California School District Parcel Tax Elections*. Sponsored by Larry Picus.

Lauren Saenz (University of Colorado), *Education Policy by Ballot Box: Examining the Impact of Anti-Affirmative Action Initiatives*. Sponsored by Michelle Moses.

As a group, the 15 nominations were topically and geographically diverse. In addition to the four institutions named above, we received nominations from Columbia University, Old Dominion University, Michigan State University, Universities of California (Davis), Georgia, Maryland, Missouri, Pennsylvania, and Texas, and Washington State University. The dissertation topics ranged from the policymaking process to students rights to higher education finance policy.

On behalf of the Dissertation Award Committee, I thank each sponsoring faculty member for their nomination of dissertations that all deserve recognition. By reviewing detailed abstracts of all



nominees and full dissertations of the finalists, service on this committee requires tough decisions on so many rigorous, relevant and well-crafted studies. It is truly an honor to do such work. With expiring terms among committee members, PEA will be looking for new selection committee members for two-year terms. Please consider volunteering for this most rewarding experience.

We also encourage PEA members to continue to nominate dissertations and to share the call for nominations with colleagues in education, higher education, and related disciplines (history, political science, economics, law, etc.). We will be announcing the call for next year's award (dissertations defended between July 1, 2010 and June 30, 2011) later this summer.

Dissertation Award Committee Members:  
Gerardo Lopez, Indiana University, Bloomington  
Christopher Loss, Vanderbilt University  
Brendan Maxcy, Indiana University, Indianapolis (IUPUI)  
Lorraine McDonnell, University of California, Santa Barbara  
Erik Ness, Chair, University of Georgia  
Darleen Opfer, University of Cambridge

## TREASURER REPORT

**TAMARA V. YOUNG**  
**NORTH CAROLINA STATE UNIVERSITY**

Currently we have 187 SIG members. The FY 2010 financial statement for our AERA account statement is found on page 22 of the *Bulletin*. As we move forward, we anticipate the following expenditures:

A. Payment for the publication and shipping of special issue editions of the *Peabody Journal of Education* and *Journal of Educational Policy*.

B. AERA-April 2011  
*Award Plaques (dissertation and contributions awards)* William L. Boyd National Education Politics Workshop Food and beverage for SIG meeting

C. July 2011 SIG Management Fee

D. November 2011 Meeting and Breakfast at UCEA

## PUBLICATIONS COMMITTEE REPORT

**JANELLE SCOTT**  
**UNIVERSITY OF CALIFORNIA, BERKELEY**

By now, PEA members will have received the 2011 PEA Yearbook, entitled *Crossing Boundaries and Colliding Worlds: The Politics of Prekindergarten Education*, edited by Carolyn A. Brown, Lisa A. McCabe, and John W. Sipple. Due to SAGE production error, one article was inadvertently left out of the issue. Members should have received "*Colliding Worlds: Practical and Political Tensions of Prekindergarten Implementation in Public Schools*" by Lisa A. McCabe & John W. Sipple in a separate mailing. Please note that this issue will be featured as a symposium at AERA on Saturday, April 9, 8:15-10:15 AM.

The 2011 PEA special issue of Peabody Journal of Education is in progress. The theme is: *Post-Racialism in the K-12 and Higher Education Arenas: The Politics of Education in the Obama Administration Era*. Editors are Enrique Alemán, Andrea Rorrer, and Laurence Parker.

The 2012 PEA Yearbook will be published as a special issue of Educational Policy, edited by Carolyn Herrington and Jason Grissom. The Yearbook's theme is *The Struggle for Coherence and Control in Education: The New Politics of Intergovernmental Relations*.

The Publications Committee members are: Bob Johnson (University of Utah), Michael McLendon (Vanderbilt University), Michelle Young (University of Texas, Austin), Dominique Johnson (Ramapo University, NJ), Luis Huerta (Teachers College, Columbia University), and Janelle Scott (Publications Committee Chair, University of California, Berkeley).

## POLITICS-RELATED AERA SESSIONS

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; 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)

***American Narratives, Hyperpatriotism, Militarism, and the Curriculum: Examining the political and Pedagogical Implications of white Supremacy in the Lives of Students of Color***

Session type: Symposium  
Time: Mon, April 11 – 10:35 am – 12:05 pm  
Place: Astor Crowne Plaza, Astor Ballroom I

***Ascribed Characteristics of Race, Ethnicity, Class: Examining Politics and Policy Paradigms for Student Experiences***

Session type: Roundtable Session  
Time: Tue, April 12 – 2:15 pm – 3:45 pm  
Place: Sheraton, Grand Ballroom A

***Civic and Citizenship Education in Three Political-Geographic Regions***

Session type: Roundtable Session  
Time: Fri, April 8 – 12:00 pm – 1:30 pm  
Place: Sheraton, Grand Ballroom B

***Crossing Boundaries and Colliding Worlds: The Politics of Prekindergarten Education***

Session type: Symposium  
Time: Sat, April 9 – 8:15 am – 10:15 am  
Place: Sheraton, Southdown

***Cross-National Research on the Politics of Education***

Session type: Roundtable Session  
Time: Sun, April 10 – 10:35 am – 12:05 pm  
Place: Sheraton, Grand Ballroom A

***Disrupting Colonizing Curricular Practices: Culture, Place, Politics, and Pedagogy***

Session type: Paper Session  
Time: Fri, April 8 – 12:00 pm – 2:00 pm  
Place: Astor Crowne Plaza, Iberville

***Duoethnographies of Status, Privilege, and Power: A Political Turn for the Public Good***

Session type: Symposium  
Time: Sun, April 10 – 8:15 am – 9:45 am  
Place: Astor Crowne Plaza, Toulouse A

***Citizenship Curriculum Reform Efforts***

Session type: Roundtable Session  
Time: Sat, May 1 – 2:15 pm – 3:45 pm  
Place: Sheraton Denver, Grand Ballroom Section 2

***Division K New Faculty Professional Development Workshop: Negotiating Politics and Finding Balance in Academic Life***

Session type: Mentoring Session  
Time: Sun, April 10 – 2:15 pm – 3:45 pm  
Place: New Orleans Marriott, La Galerie 3

***Division K Teaching and Teacher Education Business Meeting: The Social and Political Climate for the Teaching Profession and for Teacher Education***

Session type: Business Meeting  
Time: Sat, April 9 – 6:15 pm – 8:15 pm  
Place: New Orleans Marriott, La Galerie 2

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

Session type: Business Meeting  
Time: Sat, April 9 – 6:15 pm – 7:45 pm  
Place: Sheraton, Grand Chenier

***Educating Citizens: How High-Quality Discussions of Controversial Issues Affect Learning and Political Engagement***

Session type: Symposium  
Time: Tue, April 12 – 8:15 am – 9:45 am  
Place: New Orleans Marriott, Preservation Hall Studio 3

***Gulf: Philosophical and Political Challenges to Environmental Education as a Public Good***

Session type: Paper Session  
Time: Tue, April 12 – 8:15 am – 10:15 am  
Place: JW Marriott, Ile de France III

***Local and State Actors Involved in Education Politics and Policymaking***

Session type: Symposium  
Time: Sun, April 10 – 10:35 am – 12:05 pm  
Place: Sheraton, Oak Alley

***Maintaining Public Education for the Public Good: A Discussion of the Political and Economic Threats to Higher Education***

Session type: Invited Session  
Time: Sun, April 10 – 12:25 pm – 1:55 pm  
Place: Sheraton, Napoleon Ballroom A2&A3

***Mentoring as a Discursive Practice: Encounters Between the Pedagogical, Moral, and Political in Cross-National Settings***

Session type: Symposium  
Time: Sat, April 9 – 8:15 am – 9:45 am

Place: New Orleans Marriott, La Galerie 5

***Pedagogies of Technology: The Politics of Teaching and Learning in a Digital Society***

Session type: Roundtable Session

Time: Tues, April 12 – 8:15 am – 9:45 am

Place: Sheraton, Grand Ballroom D

***Politics and Voices of Immigration, Engagement, and Education***

Session type: Roundtable Session

Time: Mon, April 11 – 8:15 am – 9:45 am

Place: Sheraton, Grand Ballroom D

***Politics of Education SIG Business Meeting***

Session type: Business Meeting

Time: Fri, April 8 – 6:15 pm – 8:15 pm

Place: Sheraton, Bayside C

***Politics of Language: The Policy Consequences of How the Issues Are Defined and Framed***

Session type: Roundtable Session

Time: Sat, April 9 – 12:25 pm – 1:55 pm

Place: Sheraton, Grand Ballroom D

***Politics of Race and Social Inclusion***

Session type: Roundtable Session

Time: Mon, April 11 – 8:15 am – 9:45 am

Place: Sheraton, Grand Ballroom D

***Research on Linking the Moral, Social, and Political in Human Development***

Session type: Symposium

Time: Fri, April 8 – 4:05 pm – 5:35 pm

Place: Astor Crowne Plaza, Grand Ballroom A

***Storying Curriculum as Personal/Political Text: Understanding Teachers Educating for Social Justice***

Session type: Roundtable Session

Time: Sun, April 10 – 2:15 pm – 3:45 pm

Place: Sheraton, Grand Ballroom E

***The Legal and Social Construction of Race: History and the Politics of Latinos in Education***

Session type: Invited Session

Time: Sat, April 9 – 10:35 am – 12:05 pm

Place: Sheraton, Napoleon Ballroom B3

***Teaching Practices and National Political Projects: The Production of Citizen Subjects***

Session type: Paper Session

Time: Sat, April 9 – 4:05 pm – 6:05 pm

Place: JW Marriott, Rosalie

***The Politics of Indigenous Schooling***

Session type: Paper Session

Time: Sat, April 9 – 8:15 am – 10:15 am

Place: New Orleans Marriott, Preservation Hall Studio 7

***The Politics of Indigenous Theorizing***

Session type: Paper Session

Time: Sat, April 9 – 4:05 pm – 6:05 pm

Place: New Orleans Marriott, Preservation Hall Studio 3

***The Politics of Sustainable Change in Education***

Session type: Paper Session

Time: Mon, April 11 – 4:05 pm – 6:05 pm

Place: Sheraton, Edgewood

***The Practice and Politics of Funded Qualitative Research***

Session type: Roundtable Session

Time: Sat, April 9 – 8:15 am – 9:45 am

Place: Sheraton, Grand Ballroom A

***Where Theory Meets Practice: Sociopolitical Development, Academic Interventions, and Urban Youth***

Session type: Symposium

Time: Tue, April 12 – 2:15 pm – 3:45 pm

Place: Sheraton, Southdown

**INDIVIDUAL PRESENTATIONS**

(See AERA Conference Program for presenters' names)

**Friday**

***Sisyphus's Boulder: The Shifting Politics and Professional Culture of an Urban School District***

In Session Submission: Examining District Policies' Workings

Unit: Division G - Social Context of Education

Paper type: Roundtable Presentation

Time: Fri, Apr 8 - 12:00pm - 1:30pm

Place: Sheraton, Grand Ballroom D

***Wedge: Chinese American Political Activism and the Desegregation of San Francisco Schools, 1987-1999***

In Session Submission: Examining District Policies' Workings

Unit: Division G - Social Context of Education

Paper type: Roundtable Presentation

Time: Fri, Apr 8 - 12:00pm - 1:30pm

Place: Sheraton, Grand Ballroom D

***Of Ghosts and Ghetto Politics: When Disability and "Other" Bodies Matter***

In Session Submission: Curriculum Studies on the

Management of Bodies in Schools and Society

Unit: Division B - Curriculum Studies

Paper type: Paper

Time: Fri, Apr 8 - 2:15pm - 3:45pm

Place: Astor Crowne Plaza, Iberville

***Postsecondary Faculty and the Politics of Tenure***

In Session Submission: Faculty Roundtable 3: Faculty Lives

Unit: Division J - Postsecondary Education

Paper type: Roundtable Presentation

Time: Fri, Apr 8 - 2:15pm - 3:45pm

Place: Sheraton, Grand Ballroom A

***Teach For America and Civic Engagement: A Framework for Understanding TFA Career Aspirations, Alumni Networks, and Political Activities***

In Session Submission: Civic Engagement and School Decision Making  
Unit: Division L - Educational Policy and Politics  
Paper type: Paper  
Time: Fri, Apr 8 - 2:15pm - 3:45pm  
Place: Sheraton, Grand Couteau

***School Improvement via a Distributed Leadership Team: A Micropolitical Perspective***

In Session Submission: Allocating Resources to Improve Teaching and Learning  
Unit: Division A - Administration Organization & Leadership  
Paper type: Paper  
Time: Fri, Apr 8 - 4:05pm - 5:35pm  
Place: Sheraton, Bayside B

***Standards-Based Educational Reform in Federal Political Systems: The United States and Australia Compared***

In Session Submission: A Cross-Cultural Comparison of Educational Governance  
Unit: Division L - Educational Policy and Politics  
Paper type: Roundtable Presentation  
Time: Fri, Apr 8 - 4:05pm - 5:35pm  
Place: Sheraton, Grand Ballroom A

***Saturday***

***Access and Denial: Political Race Research to Uncover Institutional Racism and Promote Counterpractice in Schools***

In Session: Equity and Access: Strategic Tools for Race, Class, Gender, and Disability  
Unit: SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education  
Paper Type: Roundtable Session  
Time: Sat, Apr 9 - 8:15am - 9:45am  
Place: Sheraton, Grand Ballroom D

***Cosmopolitan Analysis: Political Theory as an Analysis Tool for Examining Citizenship Education Policy and Practice***

In Session Submission: The Practice and Politics of Funded Qualitative Research  
Unit: SIG-Qualitative Research  
Paper type: Roundtable Presentation  
Time: Sat, Apr 9 - 8:15am - 9:45am  
Place: Sheraton, Grand Ballroom A

***Crossing Boundaries and Colliding Worlds: The Policies and Political Tensions***

In Session Submission: Crossing Boundaries and Colliding Worlds: The Politics of Prekindergarten Education  
Unit: SIG-Politics of Education  
Paper type: Session Paper  
Time: Sat, Apr 9 - 8:15am - 10:15am  
Place: Sheraton, Southdown

***Fostering Political Efficacy Through Civic Advocacy Projects***

In Session Submission: Democratic Citizenship in Education  
Paper Session I  
Unit: SIG-Democratic Citizenship in Education  
Paper type: Paper  
Time: Sat, Apr 9 - 8:15am - 10:15am  
Place: Sheraton, Rhythms Ballroom I

***Immigration, Language, and the Politics of Public Education in Gainesville, Georgia, 1980-2010***

In Session Submission: Challenging Anti-Immigration Discourse and Language and Education Policies in the Southeast: Collaboration Among Teachers, Students, Families, and University Educators  
Unit: Division G - Social Context of Education  
Paper type: Session Paper  
Time: Sat, Apr 9 - 8:15am - 10:15am  
Place: New Orleans Marriott, La Galerie 6

***Rethinking the Issues of Diaspora Identity and Cultural Politics: Transnational Interventions to Multicultural Education***

In Session Submission: Civic Education and Liberation in International/Transnational Contexts  
Unit: Division B - Curriculum Studies  
Paper type: Paper  
Time: Sat, Apr 9 - 8:15am - 9:45am  
Place: Sheraton, Grand Ballroom D

***The Politics of Citizenship After 9/11***

In Session Submission: Problem Posing Immigration Along the Educational Pipeline  
Unit: SIG-Paulo Freire, Critical Pedagogy, and Emancipation  
Paper type: Session Paper  
Time: Sat, Apr 9 - 8:15am - 9:45am  
Place: Astor Crowne Plaza, St. Ann

***Examining the Sociocultural/Political Consciousness of the Academy for Teacher Excellence***

In Session Submission: Academy for Teacher Excellence: Impacting Teachers' Lives Through Communities of Practice  
Unit: Division K - Teaching and Teacher Education  
Paper type: Roundtable Presentation  
Time: Sat, Apr 9 - 10:35am - 12:05pm  
Place: New Orleans Marriott, Balcony K

***Presumed 'White': Mexican Americans and the Politics of De Jure and De Facto Segregation***

In Session Submission: The Legal and Social Construction of Race: History and the Politics of Latinos in Education  
Unit: Presidential Session; Division F - History and Historiography  
Paper type: Session Paper  
Time: Sat, Apr 9 - 10:35am - 12:05pm  
Place: Sheraton, Napoleon Ballroom B3

***Segregating Mobilities and the Politics of Educational Disappearance: Segregation Across Race and Disability***

In Session Submission: Considering Race, Space, Ability, and Segregation in Policy and Practice

Unit: Division G - Social Context of Education

Paper type: Paper

Time: Sat, Apr 9 - 10:35am - 12:05pm

Place: New Orleans Marriott, La Galerie 4

***Using Policy Genealogy to Understand Contemporary Political Discourse and Stakeholder Decision Making***

In Session Submission: Reconsidering Historical Narratives and Educational Logics

Unit: Division F - History and Historiography

Paper type: Paper

Time: Sat, Apr 9 - 10:35am - 12:05pm

Place: JW Marriott, Ile de France II

***Why Tyrone Can't Read: African Americans, Social Policy, and the Politics of Special Education in the Civil Rights Era, 1954 to 1984***

In Session Submission: Reconsidering Historical Narratives and Educational Logics

Unit: Division F - History and Historiography

Paper type: Paper

Time: Sat, Apr 9 - 10:35am - 12:05pm

Place: JW Marriott, Ile de France II

***Contradictions of Identity Politics and Whiteness Theory Versus Marxist Theoretical Emphasis on the Dialectics of Class and Race in the Current Epoch of U.S. History***

In Session Submission: Anti-Racist Pedagogy in Peace Education: A Call for a Shift in Theoretical Groundings

Unit: SIG-Peace Education

Paper type: Session Paper

Time: Sat, Apr 9 - 12:25pm - 1:55pm

Place: Sheraton, Salon 816

***Red Pedagogy: Native American Social and Political Thought***

In Session Submission: Standing Our Ground/Standing on Our Ground: Indigenous Research as an Act of Defiance and Enlightenment

Unit: Presidential Session; Sponsors: SIG-Indigenous Peoples of the Pacific; SIG-Indigenous Peoples of the Americas

Paper type: Session Paper

Time: Sat, Apr 9 - 12:25pm - 1:55pm

Place: Sheraton, Napoleon Ballroom B1

***Suppressions and Disavowals in Discourses of Institutionalized Academic Knowledge: The Appearance and Disappearance of Affect, Politics, and Methodology***

In Session Submission: Historical, Theoretical, and Global Perspectives on Higher Education

Unit: Division B - Curriculum Studies

Paper type: Paper

Time: Sat, Apr 9 - 12:25pm - 1:55pm

Place: Astor Crowne Plaza, Bienville

***The Politics of Invisibility: Addressing Native Populations at Predominantly White Institutions***

In Session Submission: Into the Imagination: Native Americans in Higher Education

Unit: Division J - Postsecondary Education

Paper type: Session Paper

Time: Sat, Apr 9 - 12:25pm - 1:55pm

Place: JW Marriott, Frontenac

***The Politics of Politeness: Resistance to Social Justice Education in the South***

In Session Submission: Understandings Emerging Through the Southern Mist: The Curriculum of Place

Unit: SIG-Critical Issues in Curriculum and Cultural Studies

Paper type: Session Paper

Time: Sat, Apr 9 - 12:25pm - 1:55pm

Place: Astor Crowne Plaza, St. Louis

***When the Children of Our Fathers Push Back: Self-Determination and the Politics of Indigenous Research***

In Session Submission: Standing Our Ground/Standing on Our Ground: Indigenous Research as an Act of Defiance and Enlightenment

Unit: Presidential Session; SIG-Indigenous Peoples of the Pacific; SIG-Indigenous Peoples of the Americas

Paper type: Session Paper

Time: Sat, Apr 9 - 12:25pm - 1:55pm

Place: Sheraton, Napoleon Ballroom B1

***Hispanic Women in Educational Leadership: Politics, Culture, and Leadership Development***

In Session Submission: Leading and Learning for Agency and Change

Unit: Division A - Administration Organization & Leadership

Paper type: Paper

Time: Sat, Apr 9 - 2:15pm - 3:45pm

Place: Sheraton, Bayside B

***Rethinking Normative Democracy and the Political Economy of Education***

In Session Submission: Democracy, Social Change, and Economic Justice: Beyond the Class Reductionism

Unit: SIG-Marxian Analysis of Society, Schools and Education

Paper type: Paper

Time: Sat, Apr 9 - 2:15pm - 3:45pm

Place: Sheraton, Salon 816

***Citizen-Subjects Incited in the Social Imagination: A Foucauldian Discourse Analysis of the Political Rationality of A Nation at Risk***

In Session Submission: Teaching Practices and National Political Projects: The Production of Citizen Subjects

Unit: SIG-Foucault and Education

Paper type: Paper

Time: Sat, Apr 9 - 4:05pm - 6:05pm

Place: JW Marriott, Rosalie

***The Politics of Maori-Medium Initial Teacher Education***

In Session Submission: The Politics of Indigenous Theorizing

Unit: SIG-Indigenous Peoples of the Pacific  
Paper type: Paper  
Time: Sat, Apr 9 - 4:05pm - 6:05pm  
Place: New Orleans Marriott, Preservation Hall Studio 3

***When the Children of Their Fathers Push Back! Self-Determination and the Politics of Indigenous Research***  
In Session Submission: Indigenous Peoples of the Pacific SIG Business Meeting: Racism or Cluelessness? Recent Trends in AERA Policies and Procedures  
Unit: SIG-Indigenous Peoples of the Pacific  
Paper type: Session Paper  
Time: Sat, Apr 9 - 6:15pm - 8:15pm  
Place: New Orleans Marriott, Preservation Hall Studio 3

***Engaging Emerging Scholars in Studying Latina/o Leaders: Methodology, Advocacy, and Politics***  
In Session Submission: Faculty Teaching, Evaluation, and Development SIG Business Meeting and Invited Guests  
Unit: SIG-Faculty Teaching, Evaluation, and Development  
Paper type: Session Paper  
Time: Sat, Apr 9 - 6:15pm - 7:45pm  
Place: New Orleans Marriott, Preservation Hall Studio 5

### ***Sunday***

***Debunking the Myth of the Consensus Rural Community: Implications for Politics, Policy, and Practice***  
In Session Submission: Current Issues in Rural Education  
Unit: SIG-Rural Education  
Paper type: Paper  
Time: Sun, Apr 10 - 8:15am - 9:45am  
Place: Sheraton, Edgewood

***A Multilevel Analysis of Religion and Political Ideology on College Students' Attitudes About Same-Sex Relationships***  
In Session Submission: Research on LGBT Issues in Postsecondary Educational Settings  
Unit: Division J - Postsecondary Education  
Paper type: Paper  
Time: Sun, Apr 10 - 10:35am - 12:05pm  
Place: JW Marriott, Maurepas

***Multilingual Writers' Acceptance and Rejection of Teaching Authority in English-as-a-Second-Language (ESL) Composition Class: A Sociopolitical Perspective***  
In Session Submission: The Complexities of Diversity: Perspectives and Reflections in Multicultural/Multiethnic Education  
Unit: SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice  
Paper type: Roundtable Presentation  
Time: Sun, Apr 10 - 10:35am - 12:05pm  
Place: Sheraton, Grand Ballroom B

***Place-Based Inquiry and Everyday Politics: Critical Geography as Practicing Public***  
In Session Submission: Critical Inquiry, Disaster, and Hope: New Orleans, Louisiana

Unit: Division D - Measurement and Research Methodology  
Paper type: Session Paper  
Time: Sun, Apr 10 - 10:35am - 12:05pm  
Place: Doubletree, Madewood A

***The Challenge of Educating Arizona's Indigenous Learners in an Era of Standards, Accountability, and Coercive Politics of Educational "Reform"***  
In Session Submission: Arizona Educational Equity Project: Examining Experiences of English Learners and Their Teachers  
Unit: SIG-Second Language Research  
Paper type: Session Paper  
Time: Sun, Apr 10 - 10:35am - 12:05pm  
Place: Sheraton, Bayside B

***The Micropolitics of School-Based Performance Bonuses: The Case of New York City***  
In Session Submission: Educator Incentive Pay: A Comparative Analysis of Three Large-Scale Reforms  
Unit: Division L - Educational Policy and Politics  
Paper type: Roundtable Presentation  
Time: Sun, Apr 10 - 10:35am - 12:05pm  
Place: Sheraton, Grand Ballroom A

***The Politics of a Child Study Team: Challenges in Advocacy for Immigrant Families***  
In Session Submission: Discourses of Immigration and English Education: Imagining Change, Practicing Policy  
Unit: Division G - Social Context of Education  
Paper type: Paper  
Time: Sun, Apr 10 - 10:35am - 12:05pm  
Place: New Orleans Marriott, La Galerie 4

***Political Mothering: Latina and African American Mothers in the Struggle for Educational Justice***  
In Session Submission: Family Advocacy and Engagement in the Learning Experiences of Students of Color  
Unit: Division G - Social Context of Education  
Paper type: Paper  
Time: Sun, Apr 10 - 12:25pm - 1:55pm  
Place: New Orleans Marriott, La Galerie 4

***The Personal is Political: Examining the Influence of Political Context on Ethnic Identity Development***  
In Session Submission: Perspectives on Identity Development and Learning  
Unit: Division J - Postsecondary Education  
Paper type: Paper  
Time: Sun, Apr 10 - 12:25pm - 1:55pm  
Place: JW Marriott, Frontenac

***Transformative or Transformational? How the Mainstream Appropriates, Depoliticizes, and Denies Alternative Theories and Practices of Leadership***  
In Session Submission: Transformative Leadership: Improving Policy, Practice, and the Public Good  
Unit: Division A - Administration Organization & Leadership  
Paper type: Session Paper  
Time: Sun, Apr 10 - 2:15pm - 3:45pm

Place: Sheraton, Bayside C

***Questioning the Modern Conception of Time: The Politics of Complexity Reduction in Education***

In Session Submission: Chaos and Complexity: SIG Roundtable Presentation

Unit: SIG-Chaos & Complexity Theories

Paper type: Roundtable Presentation

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

Place: Sheraton, Grand Ballroom E

***The Politics of Education: A Study on Closing the Gender Gap in our Nation's Public Education System***

In Session Submission: Gender Equity in Teaching and Learning

Unit: SIG-Research on Women and Education

Paper type: Roundtable Presentation

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

Place: Doubletree, International Ballroom

***Youth, Democracy, and Political Participation in Schools***

In Session Submission: Civic Education

Unit: SIG-Research in Social Studies Education

Paper type: Paper

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

Place: New Orleans Marriott, Preservation Hall Studio 3

***Monday***

***Cultural Persistence, Political Resistance, and Critical Hope in the Community and School-Based Art of a Puerto Rican Diaspora Neighborhood***

In Session Submission: The Need for Critical Hope in Education Through Persistence, Resistance, Respeto, and Caring

Unit: SIG-Hispanic Research Issues

Paper type: Roundtable Presentation

Time: Mon, Apr 11 - 8:15am - 9:45am

Place: Sheraton, Grand Ballroom A

***Institutionalizing Diversity: The Racial Politics of Asian American Students***

In Session Submission: Politics of Race and Social Inclusion

Unit: Division G - Social Context of Education

Paper type: Roundtable Presentation

Time: Mon, Apr 11 - 8:15am - 9:45am

Place: Sheraton, Grand Ballroom D

***The Intersection of Illegality and Politicalization in the Testimonios of Undocumented Immigrant Students***

In Session Submission: Politics and Voices of Immigration, Engagement, and Education

Unit: Division G - Social Context of Education

Paper type: Roundtable Presentation

Time: Mon, Apr 11 - 8:15am - 9:45am

Place: Sheraton, Grand Ballroom D

***The Tragedy of American School Reform: How Politics and Dilemmas Have Diverted Us From Democracy***

In Session Submission: Reform/Practice in Social Studies Education

Unit: SIG-Research in Social Studies Education

Paper type: Paper

Place: New Orleans Marriott, Preservation Hall Studio 8

Time: Mon, Apr 11 - 8:15am - 9:45am

***Identity Politics on College Campuses***

In Session Submission: Lessons From Managing Diversity:

(Re)Visioning Equity on College Campuses

Unit: Division J - Postsecondary Education

Paper type: Roundtable Presentation

Time: Mon, Apr 11 - 10:35am - 12:05pm

Place: Sheraton, Grand Ballroom E

***Political Rhetoric, Not Educational Practice: Internationalization in Secondary Schools: A Mixed-Method Study of Two U.S. Cities***

In Session Submission: Education and Globalization

Unit: SIG-International Studies

Paper type: Roundtable Presentation

Time: Mon, Apr 11 - 10:35am - 12:05pm

Place: Sheraton, Grand Ballroom D

***Referring to Contexts and Politics: Rediscover the "Barriers" of the Mixed-Ability Grouping Policy Practice***

In Session Submission: Multiple Perspectives on Strategies for and Obstacles to Quality Instruction

Unit: Division L - Educational Policy and Politics

Paper type: Paper

Time: Mon, Apr 11 - 10:35am - 12:05pm

Place: Sheraton, Edgewood

***The Politics of Class, Race, Gender, and Geography in Early Childhood Education***

In Session Submission: Critical Perspectives on Early

Childhood Policy and Practice

Unit: SIG-Critical Perspectives on Early Childhood Education

Paper type: Roundtable Presentation

Time: Mon, Apr 11 - 10:35am - 12:05pm

Place: Sheraton, Grand Ballroom D

***The Politics of Rights-Based Legislation for Education: A Civil Society Perspective on the 2009 Indian Right to Education Bill***

In Session Submission: Measuring the Right to Education: Possibilities and Challenges

Unit: SIG-Critical Educators for Social Justice

Paper type: Session Paper

Time: Mon, Apr 11 - 10:35am - 12:05pm

Place: Sheraton, Rhythms Ballroom II

***Configuration of Knowledge, Identity, and Politics Through the Current History Curriculum in Israel***

In Session Submission: Curriculum in Vulnerable Times:

International Perspectives

Unit: Division B - Curriculum Studies

Paper type: Session Paper

Time: Mon, Apr 11 - 12:25pm - 1:55pm

Place: Astor Crowne Plaza, Astor Ballroom III

***Curriculum in Today's World: Configuring Knowledge, Identities, Work, and Politics***

In Session Submission: Curriculum in Vulnerable Times: International Perspectives  
Unit: Division B - Curriculum Studies  
Paper type: Session Paper  
Time: Mon, Apr 11 - 12:25pm - 1:55pm  
Place: Astor Crowne Plaza, Astor Ballroom III

***National Association Organizational and Policy Processes: Performance Is Political***

In Session Submission: National Organizations and Policy Impact  
Unit: Division J - Postsecondary Education  
Paper type: Paper  
Time: Mon, Apr 11 - 12:25pm - 1:55pm  
Place: JW Marriott, Maurepas

***Superintendent Voices in an Era of Accountability: Politics and Social Intelligence***

In Session Submission: Giving Voice to School District Leadership and Student Performance in the Era of Accountability  
Unit: Division A - Administration Organization & Leadership  
Paper type: Roundtable Presentation  
Time: Mon, Apr 11 - 12:25pm - 1:55pm  
Place: Sheraton, Grand Ballroom D

***Taking a Social and Political View of Mathematics in Content Courses for Preservice K-8 Teachers***

In Session Submission: Off the Beaten Path: Social Justice Teaching in Uncommon Contexts  
Unit: SIG-Critical Educators for Social Justice  
Paper type: Session Paper  
Time: Mon, Apr 11 - 12:25pm - 1:55pm  
Place: Sheraton, Rhythms Ballroom II

***Engaging Preservice Teachers' Social Imagination: Exploring the Politics of Language for the Public Good***

In Session Submission: Division K Section 6 Roundtable 4  
Unit: Division K - Teaching and Teacher Education  
Paper type: Roundtable Presentation  
Time: Mon, Apr 11 - 2:15pm - 3:45pm  
Place: Sheraton, Grand Ballroom D

***How Politics Shape Research on Teacher Education: An Ontario Case***

In Session Submission: What Can Be Learned From Teacher Education in Canada?  
Unit: Division K - Teaching and Teacher Education  
Paper type: Session Paper  
Time: Mon, Apr 11 - 4:05pm - 5:35pm  
Place: New Orleans Marriott, Preservation Hall Studio 7

***Nannie Burroughs, the Politics of Respectability, and the Curriculum of the National Training School for Women and Girls***

In Session Submission: Education and the Development of Young People

Unit: Division F - History and Historiography  
Paper type: Roundtable Presentation  
Time: Mon, Apr 11 - 4:05pm - 5:35pm  
Place: Sheraton, Grand Ballroom A

***The Obama Administration, American Recovery and Reinvestment Act (ARRA), and Local School Board Politics***

In Session Submission: District Decision Making  
Unit: Division L - Educational Policy and Politics  
Paper type: Paper  
Time: Mon, Apr 11 - 4:05pm - 5:35pm  
Place: Sheraton, Grand Couteau

***The Politics of Wholesale School Finance Reform: Just How Close Did We Get to a National Sales Tax for Education?***

In Session Submission: The Politics of Sustainable Change in Education  
Unit: SIG-Politics of Education  
Paper type: Paper  
Time: Mon, Apr 11 - 4:05pm - 6:05pm  
Place: Sheraton, Edgewood

***Toward a Politics of Interruption: High School Design as Politically Relevant Pedagogy***

In Session Submission: Schools for Self-Determination: Critical Pedagogy and Grassroots Organizing for Educational Sovereignty  
Unit: Division G - Social Context of Education  
Paper type: Session Paper  
Time: Mon, Apr 11 - 4:05pm - 6:05pm  
Place: New Orleans Marriott, La Galerie 3

***An Immodest Proposal on the Politics of Viewing Pornography in a Public University and Beyond***

In Session Submission: Biographical and Documentary Research SIG Business Meeting. An Immodest Proposal: Promoting the Discussion of Pornography in Academe and Beyond Through Documentary and Research  
Unit: SIG-Biographical and Documentary Research  
Paper type: Paper  
Time: Mon, Apr 11 - 6:15pm - 7:45pm  
Place: JW Marriott, Ile de France II

***Tuesday***

***How Do Students Experience and Learn From High-Quality Discussions of Political Issues?***

In Session Submission: Educating Citizens: How High-Quality Discussions of Controversial Issues Affect Learning and Political Engagement  
Unit: SIG-Research in Social Studies Education  
Paper type: Session Paper  
Time: Tue, Apr 12 - 8:15am - 9:45am  
Place: New Orleans Marriott, Preservation Hall Studio 3

***Personal, Political, and Professional Ramifications of Research for the Public Good: A Real-World Experience***

In Session Submission: Meritocracy, Research, and the Public Good  
Unit: Division L - Educational Policy and Politics



Paper type: Roundtable Presentation  
Time: Tue, Apr 12 - 8:15am - 9:45am  
Place: Sheraton, Grand Ballroom A

***Asian American as Political and Racial Consciousness: Implications for Prospective Asian American Teachers of Urban Students of Color***

In Session Submission: Asian American Teachers' Negotiation of their Racial Identity as Critical Educators  
Unit: Division K - Teaching and Teacher Education  
Paper type: Session Paper  
Time: Tue, Apr 12 - 10:35am - 12:05pm  
Place: New Orleans Marriott, Preservation Hall Studio 8

***"I'm Really Not That Bad": Alternative School Students, Stigma, and Identity Politics***

In Session Submission: Promoting Student (Dis)Engagement: "We're Really Not That Bad"  
Unit: Division G - Social Context of Education  
Paper type: Roundtable Presentation  
Time: Tue, Apr 12 - 10:35am - 12:05pm  
Place: Sheraton, Grand Ballroom D

***Banning Talk in Schools During Violent Conflict: How Lebanese Youth Negotiated the Restriction of Political Dialogue in Uncertain Times***

In Session Submission: Reimagining Youth Agency Amidst Neoliberal and Hierarchical Educational Reform: International Case Studies  
Unit: Division B - Curriculum Studies  
Paper type: Session Paper  
Time: Tue, Apr 12 - 12:25pm - 1:55pm  
Place: Astor Crowne Plaza, Astor Ballroom II

***Capital Gains and Losses: The Roles of Political, Social, and Cultural Capital in School Reform and School Access***

In Session Submission: Internal and External Dynamics of Capital for K-12 Leaders and Stakeholders  
Unit: Division A - Administration Organization & Leadership  
Paper type: Roundtable Presentation  
Time: Tue, Apr 12 - 12:25pm - 1:55pm  
Place: Sheraton, Grand Ballroom A

***"Mathematics as Unneutral": Teaching as a Political Act***

In Session Submission: What Do You Mean "Teaching for Social Justice"? Different Conceptions in Social Justice Teacher Education  
Unit: Division K - Teaching and Teacher Education  
Paper type: Session Paper  
Time: Tue, Apr 12 - 12:25pm - 1:55pm  
Place: New Orleans Marriott, La Galerie 2

***The Private (School) Is Political: African Americans and the Private Educational Sphere in Post-World War II Chicago***

In Session Submission: Post-World War II Black Education Organizing  
Unit: Division F - History and Historiography; SIG-Research Focus on Black Education  
Paper type: Session Paper  
Time: Tue, Apr 12 - 12:25pm - 1:55pm

Place: JW Marriott, Ile de France II

***What Kind of Science for What Kind of Politics?***

In Session Submission: Qualitative Methods and Democratic Practice in Education  
Unit: Division D - Measurement and Research Methodology; SIG-Qualitative Research  
Paper type: Session Paper  
Time: Tue, Apr 12 - 12:25pm - 1:55pm  
Place: Doubletree, Madewood A

***African American Youth Sociopolitical Development: Moving From Critical Consciousness to Critical Action***

In Session: Where Theory Meets Practice: Sociopolitical Development, Academic Interventions, and Urban Youth  
Unit: SIG-Critical Educators for Social Justice  
Paper type: Roundtable Presentation  
Time: Tue, Apr 12 - 2:15pm - 3:45pm  
Place: Sheraton, Southdown

***Reconstructing "the Urban": The Politics of Middle-Class Parent Engagement in Urban Public School Change***

In Session Submission: The Dynamics of Race and Social Class in the Culture and Context of Schooling  
Unit: SIG-Sociology of Education  
Paper type: Paper  
Time: Tue, Apr 12 - 2:15pm - 3:45pm  
Place: JW Marriott, Ile de France I

***Sociopolitical Development (SPD) in African American Male Youth***

In Session Submission: Where Theory Meets Practice: Sociopolitical Development, Academic Interventions, and Urban Youth  
Unit: SIG-Critical Educators for Social Justice  
Paper type: Session Paper  
Time: Tue, Apr 12 - 2:15pm - 3:45pm  
Place: Sheraton, Southdown

***Using Socio-political Development Theory (SPD) to Create a Critical Civics Curriculum***

In Session Submission: Where Theory Meets Practice: Sociopolitical Development, Academic Interventions, and Urban Youth  
Unit: SIG-Critical Educators for Social Justice  
Paper type: Session Paper  
Time: Tue, Apr 12 - 2:15pm - 3:45pm  
Place: Sheraton, Southdown



## Accountability and Liability

(Marais, continued from page 1)

Naledi Pandor proclaimed that principals experience apparent uncertainties concerning their duties and responsibilities as legislation and policies seem to focus on governance, and not on school leadership as such (Pandor, 2007). The South African Schools Act, as amended (Education Laws Amendment Act<sup>6</sup>), however, broadens the functions and responsibilities of principals, by stipulating specific functions and responsibilities of principals of public schools. According to South African law<sup>7</sup>, the principal is responsible for the implementation of policy and legislation as well as informing the governing body of changes in policy and legislation. The latter implies that uninformed stakeholders such as educators, parents and School Governing Body (SGB) members who act unlawfully may shift the burden of liability to the principal, as it is the principal's duty to inform stakeholders at his/her school about changes in policy and legislation.

The problem is that the complexity surrounding the accountability and liability of principals, in terms of who is ultimately accountable, introduced a dimension of insecurity to school management which consequently requires redress of principals' legislative competencies. A survey (Zenex Foundation, ACE School Leadership Research Project, 2008) amongst Free State school principals indicated dimensions of insecurity concerning changes in education legislation. Three principals mentioned the following problems pertaining to their duties: "The inability to gain thorough understanding of legislation" and "to adapt to departmental legal policies" and "my insufficient knowledge to interpret acts and policies effectively". This study aimed to investigate the legal position of the school principal in terms of accountability and liability, as well as addressing uncertainties in this regard by posing the following research questions:

1. What seems to be the uncertainties ("grey areas") in the knowledge system of principals in

<sup>6</sup> Education Laws Amendment Act, No. 31 of 2007, section 8

<sup>7</sup> Education Laws Amendment Act, No. 31 of 2007, section 8

terms of their accountability and liability in schools?

2. What does South African legislation stipulate in terms of "grey" areas that have been identified concerning the accountability and liability of the school principal?
3. What are the nature and scope of the manifestation of the dominating issues concerning accountability and liability in Free State schools?

### Conceptual Framework

Persons in leadership positions, like school managers, have to fulfill certain responsibilities entrusted to them by authorities, or they can decide to delegate the duties – entrusting someone else to act or make decisions on one's behalf, but the ultimate accountability remains with the authoritative person. School principals should therefore consider that they take accountability for the tasks entrusted to them, as accountability refers to the "answerability" of people for all actions commended to them (Joubert & Prinsloo, 2009:231). Accountability in educational context entails that a principal remains accountable for the actions and decisions of subordinates. As accountability resides with the chief executive officer of the organisation, it does not become attenuated the further the principal hierarchically moves away from the wrongful activity. This implies that the principal will be held to account if a teacher at the school commits a wrongful action.

In South African schools, the principal is assigned the duty as chief residing officer of the institution and acts on behalf of the Department of Education (DoE). The DoE, is vicariously liable if wrongful conduct occurs in schools, as the employer is accountable for all actions taken by employees within their scope of employment. Due to the right of recourse, the DoE may, however, by means of legal steps prove the principal accountable for wrongful actions, who would then carry the burden of the damages suffered. Principals therefore seem to be the ones who are blamed for wrongful actions taken in schools, as they are acting on behalf of the DoE and are also assigned specific managerial duties that indicate, amongst others, the effective implementation of legislation and applicable legislative changes. Principals may decide to

delegate certain duties, implying shared responsibilities. In contrast, accountability cannot be shared and principals therefore remain accountable for actions that are wrongfully taken by staff members in their respective schools.

Contrary to principals' assigned managerial duties that intend to enhance stable working conditions for teachers, as well as an environment conducive to learning for learners, schools are experiencing various problems for which principals might be held accountable. Principals appear to experience uncertainties in terms of the duties related to the principalship, indicating an apparent need for training and development in terms of legislative knowledge and interpretation. Principals' uncertainties accordingly provide a platform for research, as it was necessary to define the issues for which they might be held accountable. The researcher opted for an interpretive, qualitative mode of inquiry as it would provide rich data that explain principals' problems and accordingly engaged in a grounded theory investigation.

### **Research Methodology**

A constructivist approach, that places priority on the phenomena of study where both data collection and analysis are created from shared experiences and relationships with participants (Charmaz & Mitchell, 1996:287), was applied to investigate the indeterminacies in school principals' knowledge systems. The post-positivistic constructivist stance enabled the researcher to apply multiple qualitative methods to construct a relativistic reality (Guba & Lincoln, 1989:80; Mertens, 2004:4) on the problematic world of school principals in terms of their accountability and liability within the school situation.

The qualitative investigation was conducted via an interactive link between the researcher and the participants (Guba & Lincoln, 1989:84). The personal interaction between the inquirer and the respondents therefore required a hermeneutical process of data collection and interpretation to construct a framework, which aimed to explain the object of concern. Accordingly, an iterative process of data collection and interpretation enabled the researcher to point out the values and experiences of respondents, and subsequently determined the

uncertainties and the applicable management implications pertaining to the changing legal environment in schools.

The researcher applied grounded theory to gain an understanding of the legal uncertainties experienced by school principals. Grounded theory as underpinned by the interpretive-constructivist research paradigm and founded on an iterative, inductive process, allowed for theory to emerge directly from the data (Nieuwenhuis, 2007b; Guba & Lincoln, 1989). This methodology is rather appropriate in areas where "gaps of knowledge" have been identified and was therefore applied in this investigation as it enabled the researcher to construct meaning in terms of school principals' understanding of accountability and liability.

An iterative process of data collection and analysis by means of focus group discussions, narratives and in-depth interviews among a sample of principals from Free State schools enabled the researcher to construct a theory, defining and explaining the legal issues that affect principals' managerial tasks. The dominant issues that emerged from the grounded theory investigation are related to strikes, misconduct by educators, the identification of underperforming schools, the age of learners and the facilitation of random searches and seizures (to confiscate dangerous weapons or illegal drugs) at schools.

The researcher applied the issues that emerged from the grounded theory investigation to construct a framework that represents the legislative problems for which principals might be held accountable. The abovementioned framework, grounded in the qualitative data, was subjected to a legislative and literature review. Each of the principals' apparent problems was accordingly critically evaluated by looking at related legislation, case law and literature. The researcher was therefore able to determine whether principals had any grounds for the related legislative uncertainties. The uncertainties that emerged from the grounded theory investigation are illustrated by Figure 1 (see page 21).

### Implications for Policy and Practice

The findings of this investigation that were generated from a grounded theory investigation, and substantiated by legal frameworks, case law and literature make a valuable contribution to the academic body of knowledge concerning educational law, as well as educational management and leadership. The latter could be applied by educational authorities as well as by higher education institutions that aim at improving education management in South Africa. Based on findings from the study, the following recommendations represent a summary that could be valuable for the development of future training frameworks or guidelines that might assist principals in the execution of their duties and responsibilities.

Principals should be informed about the implications of legal documents that affect their managerial duties and responsibilities, such as addressing misconduct among teachers, managing the underperformance of schools and principals' participation in strikes. In the end, principals are always accountable for the safety and security of learners in their schools because of their positions as chief accounting officers and the in loco parentis principle. Any situation that might endanger the safety and security of learners should accordingly be addressed. It must be stressed that accountability cannot be shared. The principals act on behalf of the Provincial Department of Education and are the chief residing officers of their schools. Even though the Provincial Department of Education (employer) is vicariously liable for the wrongful conduct of teachers and principals, the employer might apply the right of recourse and prove that principals is accountable for wrongful conduct or omissions in schools. Disciplinary measures should be taken against learners who act unlawfully by threatening the safety of co-learners for whom the principal is accountable. Learners who have reached the age of majority remain learners of a school. If they pose threats to the safety and security of co-learners, their actions should be addressed without avail, even if the principal regards them as adults who should be responsible and accountable for their own deeds.

Authorities and union leaders should inform their officials and members of their rights and responsibilities. They may not trespass in any school or threaten principals or staff members as such behaviour is regarded as misconduct. Authorities should ensure that principals have enough legal knowledge and insight to realise that legislation is an interrelated system of provisions that cannot be separated. Legal documents can therefore not be interpreted in isolation, as they are mostly related to one another. Authorities should provide assistance for the facilitation of searches and seizures, as well as drug testing in schools as this relates to the regulation (31 of 2007: section 7), which seems to be the most serious of the principals' managerial dilemmas. Principals from rural areas and small towns in particular have a dire need for support and guidance as these are the persons who experience the highest extent of managerial dilemmas related to strikes and the facilitation of searches and seizures. Training programmes should therefore focus on these groups in particular.

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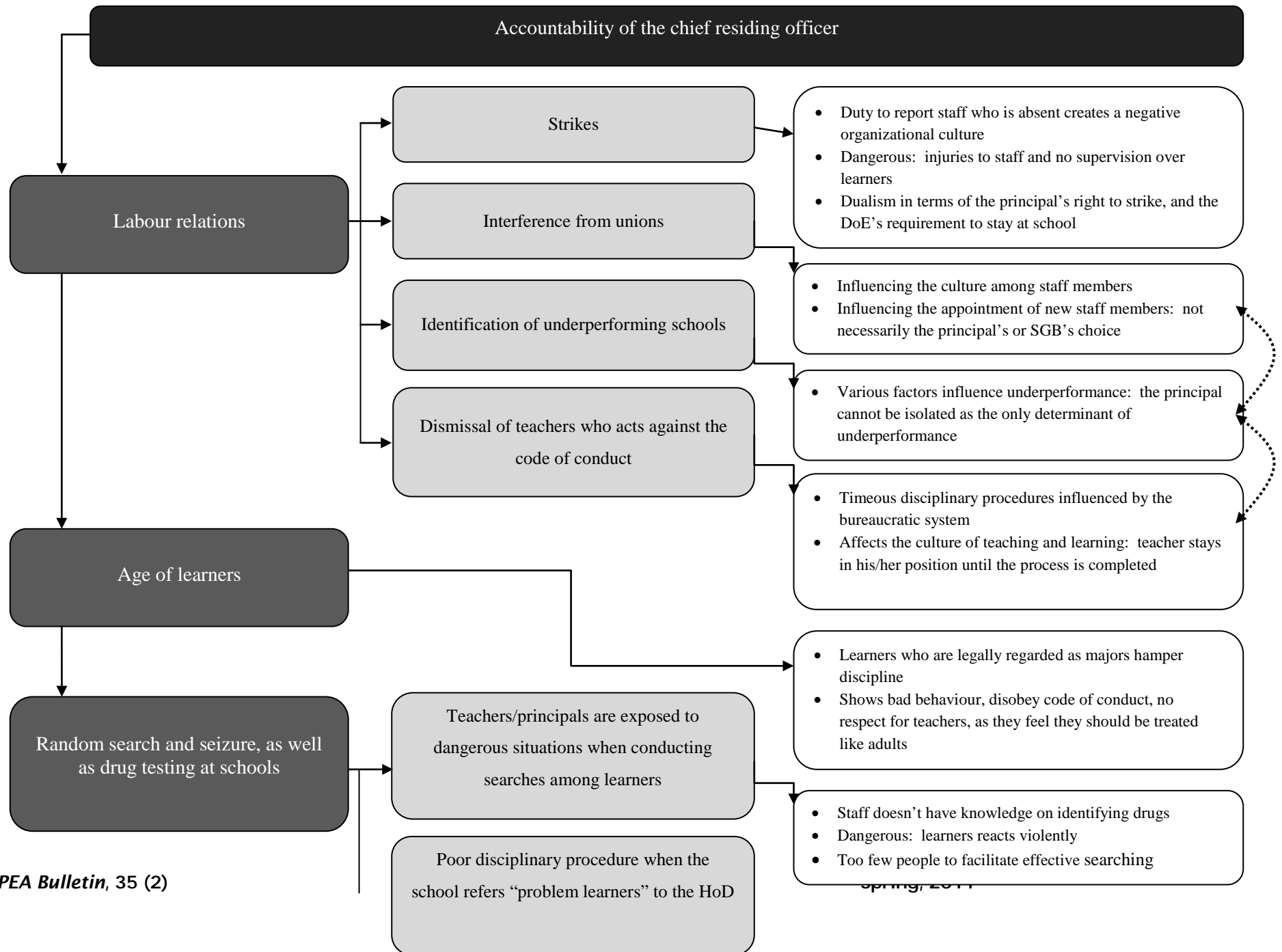


Figure1: A theory representing the factors affecting the school principals' position as accountable officer

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 Financial Statement (1/10-12/10)**

	Beginning Balance 01/10	Income	Expenses	Ending Balance 12/10
Membership Income		7320.00		
William L. Boyd National Education Politics Workshop			517.17	
Plaques for PEA Awards			307.24	
AERA SIG management fee			300.00	
UCEA (reimbursement for 2009 breakfast)			539.40	
TAYLOR & FRANCIS- <i>Peabody Journal of Education</i> (printing and shipping costs)			3456.00	
SIG Dissertation Award 2010			250.00	
SAGE- <i>Journal of Educational Policy</i> (printing and shipping costs)			2477.17	
<b>Total</b>	<b>7452.05</b>	<b>7320.00</b>	<b>7846.98</b>	<b>6925.07</b>

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