



*Bringing Parent and Community  
Engagement Back into the Education  
Reform Spotlight: A Comparative Case  
Study*

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External pressures on districts and schools have increased because of NCLB and calls for greater accountability. The problem of increasing learning and growth for all students, therefore, has taken on greater urgency. I argue in my dissertation that education practitioners, researchers, and policy makers cannot solve this problem by organizationally isolating the work of schools from communities. Increasing community and parent involvement in education has been a reform theme for more than 30 years for three main reasons. First, teachers and parents have a shared responsibility for student learning and in effect co-produce it. It is the responsibility of not only teachers, but also of parents and the larger community to create educated and responsible people.

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*Message from the President*

**Catherine A. Lugg**  
*Rutgers University*

In less than a month, colleagues from around the globe will be gathering in Vancouver for the AERA annual Convention, April 13-17. With that in mind, I would like to thank Tamara Wilder Linkow, this year's program chair, and the review committee: Jeff Henig, Erik Houck, Kyle Ingle, Patricia Miller, and Terri Wilson for building such a terrific program.

Again for this year, PEA will begin our AERA convention with the William L. Boyd National Politics of Education Mentoring Session. Co-sponsored with UCEA, it will be on Friday, April 13th, 2012, from 2:30 until 5:30 PM, at the Renaissance Vancouver Hotel Harbourside, Ballroom I. Fran Kochan, the Wayne T. Smith Distinguished Professor at Auburn University, will be the keynote speaker. Special thanks to Kyle Ingle (Bowling Green University) and Tamara Young (North Carolina State University) for their wonderful work of pulling together this important and lively session. Quite simply: Thank you.

Shortly after the Boyd session concludes, PEA will hold its annual business meeting, beginning at 6:15 PM in the Vancouver Convention Center, Second Level – East, Room 11. After a brief business meeting, the PEA yearbook session will commence. "Light refreshments" will be served.

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### **PEA Business Meeting**

**Date: Friday, April 13**  
**Time: 6:15 pm – 8:15 pm**  
**Place: Vancouver**  
**Convention Center,**  
**Second Level - East**  
**Room 11**

### **Division L Business Meeting**

**Date: Saturday, April 14**  
**Time: 6:15 pm – 7:45 pm**  
**Place: Vancouver**  
**Convention Center**  
**Second Level - East**  
**Room 11**



### ***President's Report***

**(Lugg, continued from page 1)**

For the rest of the AERA convention, PEA will be hosting three paper sessions and one poster session. Information on these sessions can be found on page 7 of this bulletin. There are also related sessions scattered throughout the convention program.

In other PEA business, Congratulations to Bonnie Fusarelli (North Carolina State University), Catherine DiMartino, (Hofstra University) and Tina Trujillo (UC-Berkeley) for being elected to serve as PEA's President/Chair, Treasurer and Member-at-large. Also a special "thank you" to Dana Mitra, Tom Davis, La'Tara Osborne-Lampkin, Curtis Brewer, Kyle Ingle, and Eran Tamir for standing for election. The quality of any organization can be measured by the willingness of its members to serve in leadership positions. Clearly, PEA is most fortunate in that regard.

Additionally, we have submitted our revised by-laws to AERA for approval. Hopefully, the membership of PEA will be able to approve these in a timely manner. We are waiting to hear back from AERA central for any additional changes/revisions. The awards petition has also been submitted. We had to revise both our by-laws and "re-authorize" our awards program since we now have full SIG status in AERA. Many thanks to Jeffrey Brooks, (Iowa State University) for his yeoman's work on both of these transition matters.

A fast note on the PEA Business meeting: Tamara Young has graciously agreed to chair this meeting since I am unable to fly due to health reasons. I wish you all a fabulous 2012 AERA convention.

-Cath



**Engagement**

(Gordon, continued from page 1)

Second, the U.S. has an historical commitment to localized public education based on the concept of schools as extensions of local communities. Third, the organization of the school system is reflective of the underlying democratic assumptions of the public school crusaders (Brunner, 1998; Kaestle, 1983). Educational philosophers and reformers repeatedly revisit the issue of public school “ownership” and what that means for schools organizationally and politically.

The purpose of my study was to explore which organizational conditions have enabled families, schools, and communities to work together to help students learn and grow and which conditions hindered that process. More specifically, I was interested in exploring how district level family and community engagement policies and practices influence school level engagement practices. Two main research questions guided my study:

- (1) What organizational and institutional structures (culture, policies, politics, and practices) exist at the district and school level that foster or hinder community and parent engagement?
- (2) Why do some districts and schools continue to struggle with engaging families and community stakeholders despite their efforts?

I used organizational and neo-institutional theories as conceptual tools for analysis. The premise of neo-institutional theory is that the rhetoric, policies, and practices of an institution do not necessarily mirror the behavior of the individuals within that organization. In addition, the organization survives by meeting external demands and by exhibiting a believable myth or façade that legitimates the behavior within that organization. Neo-institutional theorists argue that schools have their own organizational cultures and are only loosely-coupled with other organizations in their environment (Arum, 2000; Meyer & Rowan 1997; Sarason 1971; Weick 1976). There are strong implications in neo-institutional theory for the key role of school and district level administrators since they are the main actors who adhere to and perpetuate the

organizational myths by setting the tone and culture, adapting to the environment and creating institutional legitimacy (Bidwell, 2001).

Two main areas of prior evidence informed my work: (1) evidence linking family engagement with student learning (e.g. Epstein & Dauber, 1991; Henderson & Mapp, 2002; Sheldon & Epstein, 2005), and (2) studies of recent efforts to create more democratic structures in schools (e.g. Malen & Ogawa, 1988).

**Research Design**

I used a multiple comparative case study design which involved qualitative fieldwork methods. My sample included three mid-to-large sized districts with one elementary and one middle school in each sampled district. I used survey data from the larger national study investigating the links between leadership and student achievement, funded by the Wallace Foundation<sup>2</sup>, to identify high community involvement districts. I chose to investigate three districts and two schools within each of those districts in order to explore how district family and community engagement policies and practices filter down into schools and how principals and other school staff made sense of and interpreted district level policies.

Below is a table listing the district and school demographic information for my sample:

	Case One: Glenhurst S.D. [West]		Case Two: North White Pine County S.D. [South]		Case Three: Atlas S.D. [Midwest]	
<b>Enrollment</b>	37,719		23,351		32,934	
<b>% Minority</b>	40%		39%		21%	
<b>% FRPL</b>	30%		42%		33%	
	<b>Rawls Elem.</b>	<b>Heritage M.S.</b>	<b>Maple Island Elem.</b>	<b>Country Grove M.S.</b>	<b>Sentinel Elem.</b>	<b>Butler M.S.</b>
<b>Enrollment</b>	458	980	385	551	280	844
<b>% Minority</b>	52%	48%	73%	42%	25%	34%
<b>% FRPL</b>	63%	37%	69%	48%	46%	40%

Sources: 2006-2007 National Center for Education Statistics (NCES) and state departments of education websites.

<sup>2</sup> Several researchers from the University of Minnesota and the University of Toronto were involved in this larger study. See <http://www.cehd.umn.edu/CAREI/Leadership/default.html> for more information.

Once selected, structured in-person interviews were conducted at each sampled site once a year for three consecutive years (2005-2008). Each site visit lasted approximately two days and was an intense examination of organizational policies, practices, behaviors, and relationships. Interview questions addressed the level of influence of outside stakeholders in school improvement efforts, the role of the school in the community and vice versa, as well as questions pertaining to school-community interactions, relationships, and engagement practices and policies. Overall, interviews were conducted with district administrators, school administrators, teachers, parents, teacher union representatives, school board members, community members, education reporters, and business leaders. I analyzed a total of 149 interviews for this study.

For analysis, I created a coding framework based on my theoretical framework and related literature themes. Next, I identified recurring themes across each case and five themes emerged. These themes included: (1) role of leadership in shaping organizational culture, (2) formal governance structures, (3) community and parent engagement and influence, (4) organizational transparency and communication between district/school and public, and (5) partnerships. I conducted both a within-case and a cross-case analysis by each of the emergent themes. The following is a summary of the cases.

## Case Summaries

### *Case 1: Glenhurst School District, Rawls Elementary, and Heritage Middle School*

The superintendent in Glenhurst District opened the district up to greater outside stakeholder involvement by creating open communication lines and being visible in the community. The district had several mandated governance structures for parents and community members to get involved, but those who served on these governance structures had varying degrees of influence. More specifically, Glenhurst had three formal ways for parents and community members to get involved at the district and school levels: Elected Local School Committees (LSCs), Elected Site Councils, and Parent Teacher Organizations. The superintendent described the LSCs as “mini school boards” that

helped run the school. The superintendent met with the LSCs approximately every two months to talk about their work and to listen to their concerns. Parents and community groups were also actively involved in pressuring the district when they disagreed with policies or practices. For instance, the LSCs of all schools banded together to complain about a district math adoption.

At the school level, the Rawls Elementary School principal was accessible, visible, and communicated regularly with the community. She tried several ways to engage more parents, such as tying dinner nights with PTO nights, but with varying success. The level of trust improved, however, because she made increasing parent engagement a priority, communicated often with parents, and instituted new practices aimed at bringing more parents into the school. In addition, the school did not partner with businesses or community groups.

At Heritage Middle School, on the other hand, the principal worked on changing the longstanding negative culture of the school by focusing on selling the school to its clients and by always wearing her public relations hat. Inside the organization, however, decisions were relegated to a select few and some teachers called the process secretive. Teachers also said that the principal only listened to the elite parents who were part of the PTO and did not do a good job of communicating with parents generally. Heritage, like Rawls, did not have school partnerships with community groups or businesses. Overall, both schools struggled with engaging larger and more diverse groups of parents.

### *Case 2: North White Pine County District, Maple Island Elementary, and Country Grove Middle School*

North White Pine County District had stable leadership and good community relationships. The superintendent was open, approachable, and communicated often with the public. Prior to implementing new reforms or initiatives, district staff went “on the road” to solicit outside stakeholder input. This practice helped the community feel a part of the process and created a broad sense of ownership. Because the district was labeled as “low wealth,” the superintendents and

other district leaders often turned to the community to work together to navigate and meet state level mandates. The district emphasized partnering with community groups and agencies and had an active public relations department. Although the district was heavy on policies pertaining to community and parent engagement, these policies were vague and not enforced. Because of this, parent engagement at the school level was sporadic.

At Maple Island Elementary, there was a large low-income population, and the principal spent a great deal of time educating her teachers about working with children in poverty. The principal and staff, however, viewed the community in deficit terms. School staff made frequent home visits, worked on linking families with social service agencies, contracted with a local store to get a washer and dryer for the school, and even gave families money from their own pockets. Even though the school tried many new avenues to engage parents, they continued to struggle.

Country Grove Middle School, on the other hand, had a history of focusing on sports and athletics over student achievement. The principal worked to change that emphasis by instituting a “no excuses” policy and by buffering teachers from parental distractions. The principal made an attempt to start a PTA, but never followed through. In her own words, parental and community engagement was “low on her priority list.” In addition, some teachers and the principal said that most of the parents in the community just “didn’t get it.”

### ***Case 3: Atlas School District, Sentinel Elementary, and Butler Middle School***

In Atlas School District, the previous superintendent did not have a strong public persona or engage with the community, so board members looked for and hired a new superintendent who was an “avid communicator” to replace him. During her first couple of years, the new superintendent spent a significant amount of time out in the community building relationships, creating trust, and restoring the reputation of the district. She also promoted partnerships and collaboration, and maintained openness and transparency in the organization. In doing so, she was successful at creating a mutual

sense of ownership for improving student learning and in rallying community support to pass a bond. Organizationally, under her leadership, the district became more centralized. However, the responsibility for engaging parents and community members was unclear. The district had several vaguely worded policies encouraging engagement, but these policies were weakly monitored. Therefore, parent and community involvement varied greatly by school.

Sentinel Elementary had a longstanding principal who was described by teachers as a good communicator, but as having a leadership style that was “rigid” and “dictatorial.” Parent involvement at the school was low, and the parents who were involved in the PTO focused on traditional activities such as having bake sales. The principal did, however, lobby hard to get a community learning center (CLC) housed in the school, which served as the primary mechanism for involving parents in activities. CLC activities, however, were loosely connected to school activities.

Similarly, teachers at Butler Middle School said that the principal was good at soliciting input and listening to a variety of stakeholder voices on school improvement. The principal worked hard at communicating with different groups, but the school as a whole struggled with parent engagement. The principal had several ideas for improving involvement and spoke with parents about the importance of being partners in the educational process. One of the principal’s goals was to focus more on building relationships with parents and giving parents more purposeful tasks.

### **Summary of Findings**

At the beginning of the study, I set out to answer what organizational and institutional structures (culture, policies, politics, and practices) exist at the district and school level that foster or hinder community and parent engagement. Analysis of the three cases suggests that organizational conditions such as collaborative and open cultures, trust both within schools and with external stakeholders, and visible and highly communicative leadership generally fostered greater outside stakeholder involvement. In all three cases, district and school

leadership was vital for opening up the organization and creating an environment favorable to outside stakeholder engagement. District leaders engaged stakeholders in four primary ways: by modeling, mandating, partnering, and being transparent. Organizational conditions that generally hindered community and parent engagement included unapproachable leadership, vaguely worded and weakly monitored policies, and cultures and structures that kept parents and community members at the periphery.

Despite instances of concerted effort, each of the districts and schools continued to struggle with engaging families, especially families of color. Why? One reason may be that even though some school and district personnel understood the importance of parental engagement and its relationship to student learning, the strategies they used to try and engage more parents were traditional and surface-level. For example, the formal policies for democratic engagement were weak. In North White Pine County and in Atlas, having a formal governance structure with community representation in the schools was encouraged, but not mandated by the districts. Even in Glenhurst, a district with several mandated formal governance policies, the way the policies operated in practice at the school level did not always match the policy language. For example the purpose of the Local School Committees (LSCs), as stated in the policy, was to operate like mini school boards and assist and direct schools in order to ensure effective school operation. The LSCs in practice, however, primarily managed facilities use. Structures and policies alone, therefore, did not lead to increased or meaningful parent and community engagement; a finding consistent with other research. Another reason is that in most instances, schools and districts continued to use the same kinds of traditional mechanisms and strategies to engage parents, such as fundraising and hosting social gatherings at the school despite the fact that these strategies did not result in increased parent engagement. This finding is consistent with neo-institutional theory which asserts that organizations tend to incorporate practices and procedures that have been defined by existing “rationalized” concepts of how organizations ought to work and behave in society (Meyer and Rowan, 1977), even if

they are not effective or produce the desired results. Organizations that do incorporate traditional policies and practices increase their legitimacy simply because these are the prevailing practices and policies for how schools “get parents involved” in the educational system.

Another finding is that district level policies, expectations, and modeling did not “trickle down” to the school level. Because of this, policies existed at two separate levels and were loosely-coupled with little connection and no accountability. One reason for this may be that the locus of responsibility for community involvement was not clear in all cases. Another explanation for the disconnection may be that although district level leadership was strong in areas of engagement, district level policies were weak and vague, especially in North White Pine County and in Atlas. For example, in North White Pine County, the school policy governing parent organizations states, in part, that: “The board encourages the community to be involved in the schools and to help the schools in attaining board and school goals for student success.” This policy encouraged the community to be involved, but offers no direction on how to get involved or in what ways. Overall, engagement at the school level was narrowly defined and not tied to specific learning goals or initiatives and in all instances was viewed as peripheral to larger reform efforts.

### **Implications**

This study has several implications for policy, practice, and research. If districts want schools to engage with parents and community members in productive and meaningful ways, then they need to not only create clearer policies and strategies for schools to follow, but they also need do a better job of monitoring engagement practices and holding school leaders accountable. Vaguely written policies, encouragement and even expectations alone will not work. District leaders should do much more than is typical to encourage school level openness to community and parent involvement. Without better models and support, principals will focus on the daily pressures of running the school, and not on creating a more democratic ethos.

District leaders also need to engage in dialogues with principals about what openness to community and parental involvement means in practice. Pertinent topics for such discussions would include the value of partnering with parents and community members in school-improvement efforts, parents as vital partners in the learning process, the importance of shared leadership, and the critical role that the community plays in every child's life. Furthermore, principals need to engage teachers and other staff members in similar discussions focused on ways to involve parents in roles beyond the superficial tasks often allocated to them. Many parents feel marginalized because they are given tasks that do not reflect the crucial role they could otherwise play in support of their children's education.

Lastly, this study reveals several areas for further research. For example, more research could be done on the extent to which schools and districts are engaging with communities for legitimating reasons versus genuine beliefs that engagement leads to positive outcomes. How do we reformulate and open up our conception of community – a necessity if we want our conception to reflect the majority of urban heterogeneous settings and movements toward globalization? Also how do the regional, political, social, and economic contexts impact how schools engage with parents and the community? Lastly, more research needs to be done on the role that district leaders play in engaging outside stakeholders and the impact their engagement practices have on student learning and on the community as a whole.

## References

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## AERA PROGRAM REPORT

TAMARA WILDER LINKOW  
ABT ASSOCIATES

We are pleased to announce that the Politics of Education Association is sponsoring nine exciting and engaging sessions at this year's AERA annual meeting in addition to the PEA Business Meeting. The PEA program committee worked to put together sessions that highlight the range of high quality research being conducted in the field today. The PEA sponsored sessions include:

### Paper Sessions

#### **Inside Accountability**

Friday April 13, 2:15pm to 3:45pm  
Vancouver Convention Centre, Second Level - East Room 14

*An Examination of Opposition to the Passage of a Statewide "High-Stakes" Accountability System*  
Frank D. Grossman (Swarthmore College), Lynne Steuerle Schofield (Swarthmore College)

*Still Making the Cut? Shifting Cut Scores and Resultant Influences on Parental Satisfaction*  
Rebecca Jane Jacobsen (Michigan State University),  
Jeffrey W. Snyder (Michigan State University),  
Andrew Saultz (Michigan State University)

*Two Worlds of Accountability*  
Kevin J. Dougherty (Teachers College, Columbia University), Vikash Reddy (Teachers College, Columbia University), Rebecca S. Natow (Teachers College, Columbia University)

### **Gender, Achievement and Learning**

Saturday April 14, 2:15pm to 3:45pm  
Vancouver Convention Centre, Third Level - West Room 305  
Co-Sponsored with Division F - History and Historiography and SIG-Research on Women and Education

*“Fostering Male Virility”: A Gender History of Land-Grant Education Discourse and Practice, 1862-1895*  
Nathan Masters Sorber (West Virginia University)

*“A Tinge of Effeminacy”: Masculinity and National Manhood in the Mosely Report, 1904*  
Una Ni Bhroimeil (Mary Immaculate College)

*The Problem With “Little Jack Canuck”: Exploring Over 70 Years’ Worth of Concerns Over Boys’ Underachievement in School in Ontario, Canada*  
Christopher John Greig (University of Windsor)

*Invisible Spaces and Domestic Places as Gendered Learning Contexts in Colonial Mozambique*  
Antoinette Errante (Ohio State University)

### **Student Voices on Culture, Rights, and Life on the College Campus**

Sunday April 15, 8:15am to 9:45am  
Vancouver Convention Centre, Third Level - West Room 305  
Co-Sponsored with Division F - History and Historiography, Division J - Postsecondary Education and Section 6: Society, Culture, and Change

*College Women and Alcohol, 1870-1933: A Barometer of Equality?*  
Michael S. Hevel (University of Iowa)

*Of Tempests, Laughing Horses, and Sacred Cows: Controlling College Student Presses Between the World Wars*  
Timothy Reese Cain (University of Illinois at Urbana-Champaign)

*Voices from the New South: Students’ Perspectives on College Life at the University of Georgia, 1866-1900*  
James Ingerski (University of Georgia)

### **State and Local Politics of School Reform**

Sunday April 15, 10:35am to 12:05pm  
Vancouver Convention Centre, Second Level - East Room 11

*Factors That Predict New Operating Levy Passage in Ohio, 2007-2010*  
W. Kyle Ingle (Bowling Green State University),  
Paul A. Johnson (Bowling Green State University),  
Matt Givens (Bowling Green State University),  
Jerry Rampelt (Support Ohio Schools)

*The Politics of Teacher Reform: Evaluations, Merit Pay, and the Elimination of Tenure in Florida*  
Christopher Harrison (University of North Carolina - Chapel Hill), Lora A. Cohen-Vogel (University of North Carolina - Chapel Hill)

*The Power of Competing Narratives in Rural School Politics*  
Erin C. McHenry-Sorber (Wilkes University)

### **Politics of Diversity and the Future of Desegregation**

Sunday April 15, 12:25pm to 1:55pm  
Vancouver Convention Centre, Second Level - East Room 13

*The Changing Politics of Diversity: Lessons from a Federal Technical Assistance Grant*  
Erica Frankenberg (The Pennsylvania State University), Elizabeth H. DeBray (University of Georgia), Kathryn A. McDermott (University of Massachusetts - Amherst)



*The Limits of Desegregation Accountability: Questions of Measurement*  
Ross E. Mitchell (University of Redlands), Douglas E. Mitchell (University of California - Riverside)

*Using San Antonio v. Rodriguez to Explore Racial Silences within School Finance Policy*  
Erin Atwood (SEDL)

**Power and the Development and Reorganization of Intellectual and Physical Spaces**  
Tuesday April 17, 12:25pm to 1:55pm  
Vancouver Convention Centre, Third Level - West Room 305  
Co-Sponsored with Division F - History and Historiography

*Mrs. Gillies's Fruit Cakes: New Education Fellowship Correspondence between New Zealand and Bloomsbury, 1936-1945*  
Sue C. Middleton (University of Waikato)

*Of Regents and Real Estate Agents: The University of California and Westwood Village's Early Years, 1925-1939*  
William Charles Purdy (University of California - Los Angeles)

*"Fratricidal Warfare": English-Canadian Textbook Publishers Take on the Americans, 1970-1980*  
Penney I. Clark (The University of British Columbia), Wayne Knights (The University of British Columbia)

### **Poster Sessions**

Saturday April 14, 2:15pm to 3:45pm  
Vancouver Convention Centre, First Level, East Ballroom B

*Cuban/U.S. Educational Boundaries: The Unspoken Political-Cultural Contexts of Research Agendas*  
Barbara Garii (SUNY - College at Oswego), Joanne E. O'Toole (Syracuse University), Barbara Streets (SUNY - College at Oswego), Elvira Sabina Martin (University of Havana), Adela Hernandez (Centro de Estudios para el Perfeccionamiento de la Educación Superior, Universidad de Habana), Ana Rosa Rojas (Universidad de La Habana)

*Textbook Adoption Policy Changes in Korea*  
Jaeho Sim (Korea Institute for Curriculum and Evaluation), Youngmin Lee (Sookmyung University)

### **Roundtable Session**

*Citizenship Education, Policy, and Political Change in Canada and the United States*  
Monday April 16, 4:05pm to 5:35pm  
Vancouver Convention Centre, First Level, East Ballroom C  
Co-Sponsored with Division F - History and Historiography

*The Shifting Influence of American Educational Thought on Canadian Policy in the 1960s*  
Kurt Clausen (Nipissing University)

*The Story of School: A Historical Overview of Citizenship Education Communicated in Yearbooks*  
Jeannette Alarcon (The University of Texas - Austin)

*The Right to Remain Skeptical: Educational Activism in Newark, 1945-1995*  
Maia Merin (New York University)

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

Friday April 13, 6:15pm to 8:15pm  
Vancouver Convention Centre, Second Level - East Room 11

Many thanks to the 2012 PEA Program Committee and PEA Reviewers for their efforts in creating an excellent and engaging 2012 PEA program!

Planning for AERA 2013 is already underway. We encourage you to submit a symposium or paper proposal to the PEA SIG so that we can continue to sponsor thoughtful sessions at AERA.

We look forward to seeing you in Vancouver!

## 2012 WILLIAM L. BOYD

### NATIONAL EDUCATIONAL POLITICS WORKSHOP

*KYLE INGLE*  
*BOWLING GREEN STATE UNIVERSITY*

*TAMARA YOUNG*  
*NORTH CAROLINA STATE UNIVERSITY*

The 2012 William L. Boyd National Educational Politics Workshop (Boyd NEPW) will be held at AERA in Vancouver on Friday April 13th, 2012 from 2:30-5:00 pm in Vancouver, BC, Renaissance Vancouver Hotel Harbourside, Ballroom I. Prior registration and confirmation is required for this event. As from its very beginnings in 2008, the workshop's focus is providing mentorship for emerging scholars to interact with established scholars in the field of education politics and policy. For this year, we have 72 registered emerging scholars and 42 mentors from across the United States, Canada, and Israel.

We are pleased to have Dr. Fran Kochan serve as our keynote speaker. Dr. Kochan is the 2011 recipient of UCEA's Jay D. Scribner Mentoring Award and Wayne T. Smith Distinguished Professor in the Department of Educational Foundations, Leadership, and Technology at Auburn University. Dr. Kochan has previously served as a school teacher, principal, curriculum supervisor, and superintendent. At Auburn University, she served as Associate-, Interim-, and Dean of the College of Education. Prior to taking on these leadership roles, Kochan served as the Director of Auburn University's Truman Pierce Institute, as well as Plenum Representative and President of UCEA. Dr. Kochan's research interests focus upon collaboration at all levels including mentoring, creating partnerships, and conducting collaborative research. As the director of the West Alabama Learning Coalition, she facilitated the development of partnerships between schools, universities, businesses, and community agencies to improve educational opportunities for children and adults in impoverished rural communities in the region. Kochan also served on the board of directors

of the Holmes Partnership, a group committed to creating partnerships to enhance colleges of education and schools.

Dr. Kochan's keynote speech will be followed by two breakout sessions. In the first, mentors are paired with emerging scholars according to compatible research interests. The second provides an opportunity for mentors and emerging scholars to discuss specific topics. These include the following topics:

- Transitioning from graduate student to junior professor
- Managing the work/life balance
- Incorporating issues of social justice in research on educational politics
- Developing a research focus
- Teaching educational policy/politics
- Employment options beyond the professoriate

On behalf of the Politics of Education Association and UCEA, we want to acknowledge and thank the mentors for their contributions to the professional development of emerging scholars (See page 22 for a full list of our mentors). Their willingness to serve in these roles is voluntary and in the absence of either honoraria or travel assistance. Without these mentors volunteering their time and expertise, the Boyd Workshop would not be possible.

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

*Advice from Leading Faculty and  
Researchers in Education Policy*

*Date: Sunday, April 15*

*Time: 12:25 pm – 1:55 pm*

*Place: Vancouver Convention Center,  
Floor Second Level - West Room 202&203*

## OFFICER ELECTION RESULTS

*REBECCA JACOBSEN  
MICHIGAN STATE UNIVERSITY*

Congratulations to Bonnie Fusarelli (North Carolina State University), Catherine DiMartino, (Hofstra University) and Tina Trujillo (UC-Berkeley) for being elected to serve as PEA's President/Chair, Treasurer and Member-at-large. Also a special "thank you" to Dana Mitra, Tom Davis, La'Tara Osborne-Lampkin, Curtis Brewer, Kyle Ingle, Eran Tamir, for standing for election.

And finally, a special "thank you" to the election committee, Lance Fusarelli, Hanne Mawhinney and Rebecca Jacobsen, PEA secretary and elections chair, for recruiting such outstanding candidates.

## The University Council for Educational Administration Annual Conference

November 15-18, 2012  
Denver, Colorado  
*City Center Marriott*

Conference Theme:  
*The Future Is Ours: Leadership Matters*

Proposal Submission Deadline:  
May 7, 2012

## DISSERTATION AWARD COMMITTEE REPORT

*CAROL KARPINSKI  
FAIRLEIGH DICKINSON UNIVERSITY*

The PEA Outstanding Dissertation Award committee has completed two rounds of reviews and the winner of the 2011 award is Diana D'Amico. Dr. D'Amico's dissertation, "Claiming profession: The dynamic struggle for teacher professionalism in the twentieth century," was completed at New York University. Her dissertation could not be timelier. An historical examination of the politics of teacher professionalism, it explores how the term professionalism has evolved over the past century and how different participants have contributed to its actualization. Her faculty sponsor was Jonathan Zimmerman.

The recipient of honorable mention was Mara Casey Tieken. Her dissertation, "Our only hope: The roles of schools in two rural Southern communities," was completed at Harvard University. This ethnographic study explores the political struggles of educational stakeholders in rural communities. Her faculty sponsor was Mark Warren.

The committee members for the PEA Outstanding Dissertation Awards were:

- Gerardo Lopez, Loyola University
- Brendan Maxcy, IUPUI
- David Tandberg, Florida State University
- Carol Karpinski, Fairleigh Dickinson University (chair).

## 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)

#### *Beyond Evidence: Toward a Politics of Concern*

Session type: Symposium  
Time: Sat, Apr 14 - 2:15pm - 3:45pm  
Place: Vancouver Convention Center, Floor Second Level - West Room 206

#### *Citizenship Education, Policy, and Political Change in Canada and the United States*

Session type: Roundtable Session  
Time: Mon, Apr 16 - 4:05pm - 5:35pm  
Place: Vancouver Convention Center, Floor First Level - East Ballroom C

#### *Complicating Qualitative Data: Philosophy, Politics, and Power*

Session type: Paper Session  
Time: Sun, Apr 15 - 2:15pm - 3:45pm  
Place: Marriott Pinnacle, Floor Third Level - Pinnacle I

#### *Cuban/U.S. Educational Boundaries: The Unspoken Political-Cultural Contexts of Research Agendas*

Session type: Poster Session  
Time: Sat, Apr 14 - 2:15pm - 3:45pm  
Place: Vancouver Convention Center, Floor First Level - East Ballroom B

#### *Division A Vice Presidential Address: Keeping Equity in the Foreground for Educational Leadership in Turbulent Economic and Political Times*

Session type: Invited Session  
Time: Sun, Apr 15 - 10:35am - 12:05pm  
Place: Vancouver Convention Center, Floor Second Level - East Room 8&15

#### *Division G Section 4 Poster Session: Social Contexts of Educational Policy, Politics, and Praxis*

Session type: Poster Session  
Time: Fri, Apr 13 - 2:15pm - 3:45pm

Place: Vancouver Convention Center, Floor First Level - East Ballroom B

#### *Division L (Policy and Politics) Business Meeting and Awards Session*

Session type: Business Meeting  
Time: Sat, Apr 14 - 6:15pm - 7:45pm  
Place: Vancouver Convention Center, Floor Second Level - East Room 11

#### *Education Policy and Politics*

Session type: Poster Session  
Time: Mon, Apr 16 - 8:15am - 9:45am  
Place: Vancouver Convention Center, Floor First Level - East Ballroom B

#### *Educational Border-Crossings: Exploring Political and Cultural Boundaries and Their Influences on Educational Practice*

Session type: Symposium  
Time: Sat, Apr 14 - 12:25pm - 1:55pm  
Place: Vancouver Convention Center, Floor First Level - West Room 116&117

#### *Fulfillment of Self Through Adherence to Law: Formative Justice and Educational Politics*

Session type: Symposium  
Time: Sat, Apr 14 - 10:35am - 12:05pm  
Place: Vancouver Convention Center, Floor Third Level - West Room 303

#### *GSC Division B Fireside Chat: The Interpersonal Is Political: Navigating LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer) Issues and Research in the 21st-Century Academy*

Session type: Fireside Chat  
Time: Mon, Apr 16 - 2:15pm - 3:45pm  
Place: Sheraton Wall Centre, Floor Third Level - North Junior Ballroom B

#### *Leadership, Policy, and Politics*

Session type: Paper Session  
Time: Sun, Apr 15 - 12:25pm - 1:55pm  
Place: Vancouver Convention Center, Floor Second Level - East Room 10

#### *Measuring Growth: The Challenges, Possibilities, and Political Implications of Measuring Teacher Effectiveness*

Session type: Paper Session  
Time: Mon, Apr 16 - 4:05pm - 6:05pm  
Place: Vancouver Convention Center, Floor First Level - West Room 116&117

#### *Not Knowing and the Politics of Powerlessness in Empire*

Session type: Roundtable Session  
Time: Mon, Apr 16 - 10:35am - 12:05pm  
Place: Vancouver Convention Center, Floor First Level - East Ballroom C

***Perspectives on Politics: Oakeshott, Capabilities, Parental Rights***

Session type: Roundtable Session  
Time: Sun, Apr 15 - 2:15pm - 3:45pm  
Place: Vancouver Convention Center, Floor First Level - East Ballroom C

***Political Issues in Higher Education***

Session type: Roundtable Session  
Time: Tue, Apr 17 - 2:15pm - 3:45pm  
Place: Vancouver Convention Center, Floor First Level - East Ballroom A

***Political Participation and Community-Based Environmental Learning***

Session type: Roundtable Session  
Time: Sun, Apr 15 - 10:35am - 12:05pm  
Place: Vancouver Convention Center, Floor First Level - East Ballroom C

***Politics and Praxis of Immigrant Education***

Session type: Paper Session  
Time: Sun, Apr 15 - 8:15am - 10:15am  
Place: Vancouver Convention Center, Floor Second Level - West Room 206

***Politics of Diversity and the Future of Desegregation***

Session type: Paper Session  
Time: Sun, Apr 15 - 12:25pm - 1:55pm  
Place: Vancouver Convention Center, Floor Second Level - East Room 13

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

Session type: Business Meeting  
Time: Fri, Apr 13 - 6:15pm - 8:15pm  
Place: Vancouver Convention Center, Floor Second Level - East Room 11

***Research on the Education of Asian and Pacific Americans SIG Business Meeting: Business Meeting and Mentoring Panel on the Politics of Scholarly Inquiry***

Session type: Business Meeting  
Time: Mon, Apr 16 - 6:15pm - 7:45pm  
Place: Vancouver Convention Center, Floor Second Level - East Room 14

***State and Local Politics of School Reform***

Session type: Paper Session  
Time: Sun, Apr 15 - 10:35am - 12:05pm  
Place: Vancouver Convention Center, Floor Second Level - East Room 11

***Teaching Civics and Politics in the Social Studies Classroom***

Session type: Roundtable Session  
Time: Mon, Apr 16 - 4:05pm - 5:35pm  
Place: Vancouver Convention Center, Floor First Level - East Ballroom C

***The Culture and Politics of Professional Learning Communities***

Session type: Symposium  
Time: Tue, Apr 17 - 10:35am - 12:05pm  
Place: Vancouver Convention Center, Floor First Level - West Room 114&115

***The Politics of Expanding Knowledge: Lessons From Knowing in the Known World***

Session type: Invited Session  
Time: Fri, Apr 13 - 2:15pm - 3:45pm  
Place: Vancouver Convention Center, Floor First Level - West Ballroom A

***The Politics of Policy in Teacher Education: International Perspectives***

Session type: Symposium  
Time: Tue, Apr 17 - 2:15pm - 3:45pm  
Place: Vancouver Convention Center, Floor Second Level - West Room 220

***Undocumented but Undaunted: The Political and Social Landscape of Latina/o DREAMers***

Session type: Symposium  
Time: Mon, Apr 16 - 4:05pm - 5:35pm  
Place: Vancouver Convention Center, Floor Second Level - West Room 202&203

***What Do We Know About Hispanic-Serving Institutions? The Politics of Acknowledgement in Institutions of Higher Education***

Session type: Symposium  
Time: Tue, Apr 17 - 10:35am - 12:05pm  
Place: Vancouver Convention Center, Floor Second Level - West Room 223

***William L. Boyd National Educational Politics Workshop***

Session type: Invited Session  
Time: Fri, Apr 13 - 2:00pm - 6:00pm  
Place: Renaissance, Floor Second Level - Ballroom I

**INDIVIDUAL PRESENTATIONS**

(See AERA Conference Program for presenters' names)

***Friday***

***American Indian Studies and the Politics of Educational Colonialism***

In Session: Decolonizing Education in Settler Colonial Nation-States  
Unit: SIG-Indigenous Peoples of the Americas  
Paper type: Roundtable Presentation  
Time: Fri, Apr 13 - 12:00pm - 1:30pm  
Place: Vancouver Convention Center, Floor Second Level - East Room 1

***Immigrant Youth Navigating Educational Borderlands: Implications for Progressive Politics and Pedagogies of Difference***

In Session: Identity Work and Immigrant Youth

Unit: Division G - Social Context of Education  
Paper type: Roundtable Presentation  
Time: Fri, Apr 13 - 12:00pm - 1:30pm  
Place: Vancouver Convention Center, Floor First Level - East Ballroom C

***Coeducation and the Political Economy of Cultural Miseducation***

In Session: Curriculum Studies 10 Years After Jane Roland Martin's Cultural Miseducation  
Unit: Division B - Curriculum Studies  
Paper type: Session Paper  
Time: Fri, Apr 13 - 2:15pm - 3:45pm  
Place: Sheraton Wall Centre, Floor Third Level - North Junior Ballroom A

***Saturday***

***Applying Intersectionality and Intersectional Needs Politics to Special Education Research***

In Session: Contemporary Issues in Special Education  
Unit: SIG-Special Education Research  
Paper type: Paper  
Time: Sat, Apr 14 - 8:15am - 10:15am  
Place: Vancouver Convention Center, Floor First Level - West Room 113

***Education and Politics in Texas: The Legacies of Laurine C. Anderson and Edward L. Blackshear***

In Session: Embracing Soul Work: Black Educators Teaching for Justice  
Unit: Division K - Teaching and Teacher Education  
Paper type: Session Paper  
Time: Sat, Apr 14 - 8:15am - 9:45am  
Place: Vancouver Convention Center, Floor Second Level - West Room 222

***Fourteen Souls, 19 Days, and 1,600 Dreams: Education, Critical Race Theory, and the Politics of Interruption***

In Session: The Edge of Race: Critical Examinations of Education and Race/Racism  
Unit: Division G - Social Context of Education  
Paper type: Session Paper  
Time: Sat, Apr 14 - 8:15am - 9:45am  
Place: Vancouver Convention Center, Floor Second Level - East Room 8&15

***Chief Illiniwek: Understanding the Controversial Discourse and the Politics of Power***

In Session: Deconstructing Race, Racism, and Antiracism  
Unit: Division G - Social Context of Education  
Paper type: Paper  
Time: Sat, Apr 14 - 10:35am - 12:05pm  
Place: Vancouver Convention Center, Floor Second Level - West Room 206

***Gaining Traction on a Chaotic Difference: Rancière, Equality, and the Politics of Subjectivization***

In Session: Standards, Difference, and Competence: Boundaries and Borders in Contemporary Curriculum Studies

Unit: Division B - Curriculum Studies  
Paper type: Roundtable Presentation  
Time: Sat, Apr 14 - 10:35am - 12:05pm  
Place: Sheraton Wall Centre, Floor Third Level - South Azure

***Identity Politics Versus Politics of Identities: Whatever Happens in the Debates on Identities in Multicultural Education?***

In Session: Multicultural/Multiethnic Education: New Insights for Schooling  
Unit: SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice  
Paper type: Roundtable Presentation  
Time: Sat, Apr 14 - 10:35am - 12:05pm  
Place: Vancouver Convention Center, Floor First Level - East Ballroom C

***Maori Education: The Politics of Reconciliation and Citizenship***

In Session: The Citizenship Education Dilemma: Implications for Civic Education Reform in Multicultural Nations  
Unit: Division G - Social Context of Education  
Paper type: Session Paper  
Time: Sat, Apr 14 - 10:35am - 12:05pm  
Place: Vancouver Convention Center, Floor Second Level - West Room 202&203

***Public Curriculum as Ethical-Political Self-Understanding: The Case of Museum Education in Bosnia and Herzegovina***

In Session: Popular Culture and Public Curriculum: Critical Questions in Nontraditional Spaces  
Unit: Division B - Curriculum Studies  
Paper type: Roundtable Presentation  
Time: Sat, Apr 14 - 10:35am - 12:05pm  
Place: Sheraton Wall Centre, Floor Third Level - South Azure

***How Interdistrict Choice Impacted One Michigan District's Academic Programs, Financial Condition, and Local Political Support***

In Session: How Schools Respond to Parental Choice  
Unit: Division L - Educational Policy and Politics  
Paper type: Roundtable Presentation  
Time: Sat, Apr 14 - 12:25pm - 1:55pm  
Place: Vancouver Convention Center, Floor First Level - East Ballroom C

***Cuban/U.S. Educational Boundaries: The Unspoken Political-Cultural Contexts of Research Agendas***

In Session: Cuban/U.S. Educational Boundaries: The Unspoken Political-Cultural Contexts of Research Agendas  
Unit: SIG-Politics of Education  
Paper type: Poster Presentation  
Time: Sat, Apr 14 - 2:15pm - 3:45pm  
Place: Vancouver Convention Center, Floor First Level - East Ballroom B

***Decolonizing Teacher Education: The Role of Teacher-Led Political Education in the Formation of Teachers as Community Organizers***

In Session: Reclaiming Social Justice Teaching, Curriculum, and Teacher Education: The Centrality of Grassroots Community Organizing  
Unit: SIG-Critical Educators for Social Justice  
Paper type: Session Paper  
Time: Sat, Apr 14 - 2:15pm - 3:45pm  
Place: Vancouver Convention Center, Floor Second Level - East Room 17

***Academic Politics: The Asa G. Hilliard III Table***

In Session: The 16th Annual Continuation of Conversations With Senior Scholars on Advancing Research and Professional Development Related to Black Education  
Unit: Presidential Session  
Paper type: Session Paper  
Time: Sat, Apr 14 - 4:05pm - 6:05pm  
Place: Vancouver Convention Center, Floor First Level - West Room 118-120

***Situating Teacher Inquiry: A Micropolitical Perspective***

In Session: Qualitative Research and Approaches  
Unit: Division H - Research, Evaluation and Assessment in Schools  
Paper type: Roundtable Presentation  
Time: Sat, Apr 14 - 4:05pm - 5:35pm  
Place: Vancouver Convention Center, Floor First Level - East Ballroom C

***Sunday***

***Assessment Challenges in Creating the Uniform Bar Examination: The Three P's—Politics, Practicality, and Psychometrics***

In Session: Clarifying Assessment and Measurement Issues Across Disciplines and Professions  
Unit: Division I - Education in the Professions  
Paper type: Session Paper  
Time: Sun, Apr 15 - 8:15am - 10:15am  
Place: Pan Pacific, Floor Restaurant Level - Pacific Rim 2

***Personal, Emotional, Political: The Transformative Influence of the Pin@y Educational Partnerships (PEP)***

In Session: Narrowing the Distance: Critical Praxis With Asian Pacific Americans and Education  
Unit: SIG-Research on the Education of Asian and Pacific Americans  
Paper type: Session Paper  
Time: Sun, Apr 15 - 8:15am - 9:45am  
Place: Vancouver Convention Center, Floor Second Level - East Room 8&15

***Social Work Education for Social Change: Exploring the Impacts of the Post-9/11 Sociopolitical Context***

In Session: Security, Democracy, and Learning: Exploring the Dialectics of In/Security in Educational Space  
Unit: Division G - Social Context of Education  
Paper type: Session Paper  
Time: Sun, Apr 15 - 8:15am - 9:45am  
Place: Vancouver Convention Center, Floor Second Level - West Room 204

***Gender, Race, and the Politics of Role Modeling: The Influence of Male Teachers in Urban Schools***

In Session: Conditions Count: Teaching in Challenging Situations  
Unit: Division K - Teaching and Teacher Education  
Paper type: Paper  
Time: Sun, Apr 15 - 10:35am - 12:05pm  
Place: Vancouver Convention Center, Floor Second Level - West Room 222

***Maori Women's Political and Cultural Convictions: Shaping the Academy***

In Session: Piliāloha: Capacity Building  
Unit: SIG-Indigenous Peoples of the Pacific  
Paper type: Roundtable Presentation  
Time: Sun, Apr 15 - 10:35am - 12:05pm  
Place: Vancouver Convention Center, Floor First Level - East Ballroom C

***A Closer Examination of the Dilemmas, Complexities, and Political Tensions Surrounding Interdistrict Choice***

In Session: Leadership, Policy, and Politics  
Unit: Division A - Administration Organization & Leadership  
Paper type: Paper  
Time: Sun, Apr 15 - 12:25pm - 1:55pm  
Place: Vancouver Convention Center, Floor Second Level - East Room 10

***Contentious Politics of Public Charter Accountability***

In Session: Leadership, Policy, and Politics  
Unit: Division A - Administration Organization & Leadership  
Paper type: Paper  
Time: Sun, Apr 15 - 12:25pm - 1:55pm  
Place: Vancouver Convention Center, Floor Second Level - East Room 10

***Inside "What Works": Ideology, Power, and Politics in Evidence-Based Practices in Special Education***

In Session: Intersections of Disability Studies Theory and Policy in Education  
Unit: SIG-Disability Studies in Education  
Paper type: Paper  
Time: Sun, Apr 15 - 12:25pm - 1:55pm  
Place: Vancouver Convention Center, Floor First Level - West Room 111&112

***Losing in Las Vegas: The Politics of Demography, Diversity, and District-Led School Reform in the West***

In Session: Convergence and Disjunction in School Desegregation  
Unit: Division G - Social Context of Education  
Paper type: Paper  
Time: Sun, Apr 15 - 12:25pm - 1:55pm  
Place: Vancouver Convention Center, Floor Second Level - West Room 206

***Ontology and Agency: A Badiouian Critique on Political Mathematics Pedagogies***

In Session: Knowledge and Cognition

Unit: SIG-Philosophical Studies in Education  
Paper type: Paper  
Time: Sun, Apr 15 - 12:25pm - 1:55pm  
Place: Vancouver Convention Center, Floor Second Level - West Room 204

***Power and Identity: A Sociopolitical Framework for Immigrant Students and Math Education***

In Session: Math Matters: Making Math Accessible to Women and Students of Color  
Unit: Division G - Social Context of Education  
Paper type: Roundtable Presentation  
Time: Sun, Apr 15 - 12:25pm - 1:55pm  
Place: Vancouver Convention Center, Floor First Level - East Ballroom C

***A Politics of Scale in Research: The "Youth Making Place" Project and Sustainability Education Policy***

In Session: Spatial and Geographic Analysis in Environmental Education Research  
Unit: SIG-Environmental Education  
Paper type: Session Paper  
Time: Sun, Apr 15 - 2:15pm - 3:45pm  
Place: Pan Pacific, Floor Lobby Level - Oceanview 1&2

***Digital Stories as Freirean Codifications: Design Principles and Ethical and Political Considerations***

In Session: Codifications of Reality as Educational Tools for Critical Consciousness: Retheorizing Freire Through Praxis  
Unit: SIG-Paulo Freire, Critical Pedagogy, and Emancipation  
Paper type: Session Paper  
Time: Sun, Apr 15 - 2:15pm - 3:45pm  
Place: Sheraton Wall Centre, Floor Third Level - South Pavilion Ballroom D

***Illusion of Inclusion: Race, Politics, and Standards***

In Session: The Unintended Impact of Education Policy Implementation  
Unit: Division G - Social Context of Education  
Paper type: Paper  
Time: Sun, Apr 15 - 2:15pm - 3:45pm  
Place: Vancouver Convention Center, Floor Second Level - West Room 205

***Monday***

***Civil, Civic, and Political Efficacy of Students***

In Session: Democratic Citizenship in Education 1  
Unit: SIG-Democratic Citizenship in Education  
Paper type: Session Paper  
Time: Mon, Apr 16 - 8:15am - 10:15am  
Place: Vancouver Convention Center, Floor Second Level - East Room 18

***Jurisdictional Politics: A New Federal Role in Education***

In Session: Education Policy and Politics  
Unit: Division L - Educational Policy and Politics  
Paper type: Poster Presentation  
Time: Mon, Apr 16 - 8:15am - 9:45am

Place: Vancouver Convention Center, Floor First Level - East Ballroom B

***Phish Phan Culture and Anti-Oedipus Politics***

In Session: The Monstrous Other: Exploring the Intersections of Youth Culture and Critical Pedagogy in a Monster-Making World  
Unit: Division B - Curriculum Studies  
Paper type: Session Paper  
Time: Mon, Apr 16 - 8:15am - 10:15am  
Place: Sheraton Wall Centre, Floor Grand Ballroom Level - North Grand Ballroom C

***Politics and Power: The Battle to Define America in State-Level Social Studies Curriculum Reform***

In Session: Social Studies Curriculum: Standards, Testing, and Curriculum Enactment  
Unit: SIG-Research in Social Studies Education  
Paper type: Paper  
Time: Mon, Apr 16 - 8:15am - 9:45am  
Place: Vancouver Convention Center, Floor Third Level - West Room 305

***Black Teachers, Public Service Employment, and Urban Middle-Class Politics***

In Session: Rethinking Desegregation  
Unit: Division F - History and Historiography  
Paper type: Roundtable Presentation  
Time: Mon, Apr 16 - 10:35am - 12:05pm  
Place: Vancouver Convention Center, Floor First Level - East Ballroom C

***Micropolitical Savvy in Educational Organizations: Navigating Ambiguous Situations and Ethical Dilemmas***

In Session: The Inner World of School Leaders: Caring, Morality, Ethics, and Spirituality  
Unit: Division A - Administration Organization & Leadership  
Paper type: Paper  
Time: Mon, Apr 16 - 10:35am - 12:05pm  
Place: Vancouver Convention Center, Floor Second Level - East Room 8&15

***Mixed, Blended Nation, and the Politics of Multiraciality***

In Session: Praxis, Pedagogy, and the Popular: Engaging Youth, Exploring Texts  
Unit: SIG-Critical Issues in Curriculum and Cultural Studies  
Paper type: Roundtable Presentation  
Time: Mon, Apr 16 - 10:35am - 12:05pm  
Place: Sheraton Wall Centre, Floor Third Level - South Blue Whale

***International Teachers, Teach For America, and the Political Spectacle of Recruitment for Urban Schools***

In Session: Transformative Calls for Educational Reform in Urban Contexts  
Unit: SIG-Urban Learning, Teaching, and Research  
Paper type: Paper  
Time: Mon, Apr 16 - 12:25pm - 1:55pm  
Place: Vancouver Convention Center, Floor Second Level - East Room 12



***New Principals and Local School Councils: Walking the Line Between Administrative and Political Control***

In Session: On Becoming a School Principal: Novice Principals Make Sense of a New Role  
Unit: Division A - Administration Organization & Leadership  
Paper type: Roundtable Presentation  
Time: Mon, Apr 16 - 12:25pm - 1:55pm  
Place: Vancouver Convention Center, Floor First Level - East Ballroom C

***Out of the Classroom and Into the Voting Booth? Analyzing the Effects of Education on Political Participation***

In Session: Promising Scholarship in Education: Dissertation Fellows and Their Research  
Unit: AERA Sessions  
Paper type: Session Paper  
Time: Mon, Apr 16 - 4:05pm - 6:05pm  
Place: Vancouver Convention Center, Floor First Level - West Ballroom D

***Shifting Political Frames in the Undocumented Student Movement***

In Session: Undocumented but Undaunted: The Political and Social Landscape of Latina/o DREAMers  
Unit: Division G - Social Context of Education  
Paper type: Session Paper  
Time: Mon, Apr 16 - 4:05pm - 5:35pm  
Place: Vancouver Convention Center, Floor Second Level - West Room 202&203

***Tuesday***

***Autobiography: Silences in the Politics of Language***

In Session: When What We Know Is Not Enough: Questioning Silences in Educational History  
Unit: Division F - History and Historiography  
Paper type: Session Paper  
Time: Tue, Apr 17 - 8:15am - 9:45am  
Place: Vancouver Convention Center, Floor Third Level - West Room 306

***Mapping the Biopolitics of School Dropout and Youth Resistance***

In Session: Youth Resistance Across Neoliberal Contexts  
Unit: Division G - Social Context of Education  
Paper type: Session Paper  
Time: Tue, Apr 17 - 8:15am - 10:15am  
Place: Vancouver Convention Center, Floor Second Level - West Room 204

***New Teachers Encounter Neoliberal Educational Reforms: Discovering Aesthetic Education as a Curriculum of Political Action***

In Session: Research in PK-12 Education: The Humanities and Other Content Areas  
Unit: Division K - Teaching and Teacher Education  
Paper type: Poster Presentation  
Time: Tue, Apr 17 - 8:15am - 9:45am

Place: Vancouver Convention Center, Floor First Level - East Ballroom B

***Community Mobilization, Race, and the Politics of Student Assignment: Desegregating San Francisco, 1971-1983***

In Session: African American, Latino, and Native Peoples' Experiences in the Mid-20th-Century United States  
Unit: Division F - History and Historiography  
Paper type: Roundtable Presentation  
Time: Tue, Apr 17 - 10:35am - 12:05pm  
Place: Vancouver Convention Center, Floor Second Level - East Room 1

***Politics, Power, and Praxis: A Study of Literacy in the Provision of Health Care Delivery Among Homeless Adults in Toronto, Ontario***

In Session: Serving Families and Youth in Need in Schools and Communities  
Unit: Division G - Social Context of Education  
Paper type: Roundtable Presentation  
Time: Tue, Apr 17 - 10:35am - 12:05pm  
Place: Vancouver Convention Center, Floor First Level - East Ballroom C

***Rethinking Rigor in High School Coursework: Toward Deep Knowing and Equity in "Advanced Placement United States Government and Politics"***

In Session: Moving Advanced High School Courses to Poverty-Impacted Urban Settings: Multidisciplinary Research on Rigor, Access, Learning, and Engagement  
Unit: Division C - Learning and Instruction  
Paper type: Session Paper  
Time: Tue, Apr 17 - 10:35am - 12:05pm  
Place: Sheraton Wall Centre, Floor Third Level - South Pavilion Ballroom D

***Negotiating the Sociopolitical in Critical Multiliteracies: Research to Walk With and Alongside Urban Indigenous Communities***

In Session: From Research to Transformative Action: Interpreting Research Critically From Raced, Decolonial, and Womanist Perspectives  
Unit: SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education  
Paper type: Session Paper  
Time: Tue, Apr 17 - 12:25pm - 1:55pm  
Place: Vancouver Convention Center, Floor Third Level - West Room 306

***Politics, Policy, and Professionalism: The Changing Agenda of Teacher Education in England***

In Session: The Politics of Policy in Teacher Education: International Perspectives  
Unit: Division K - Teaching and Teacher Education  
Paper type: Session Paper  
Time: Tue, Apr 17 - 2:15pm - 3:45pm  
Place: Vancouver Convention Center, Floor Second Level - West Room 220

## TREASURER REPORT

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

The financial statement for our AERA account is listed below. As we move forward, we anticipate the following sources of revenue and expenditures until the end of the 2012 fiscal year.

- A. *William L. Boyd National Education Politics Workshop* at AERA 2012
- B. Business meeting at AERA 2012
- C. Publication and shipping of PEA Yearbooks published in the *Peabody Journal of Education* or *The Journal of Education Policy* (estimated \$7,500)
- D. AERA SIG management fee
- E. Breakfast meeting at UCEA 2012
- F. Revenue from membership fees paid from January-December 2012.

### Financial Statement (January 2011- December 2011)

Description	Beginning Balance	Income	Expendi- tures	Ending Balance
Beginning Balance	\$6,925.07			
Membership Dues Income		\$8,260.00		
PEA Dissertation Award 2011			(\$250.00)	
Contribution Income (balance forwarded from Florida checking account)		\$3.56		
<i>William L. Boyd National Education Politics Workshop</i> at AERA 2011			(\$1,555.86)	
AERA SIG management Fee 07/11-06/12			(\$300.00)	
Business Meeting at UCEA 2011			(\$814.91)	
	\$6,925.07	\$8263.56	(\$2920.77)	\$12,267.86

*Membership.* The total number of members as of February 29<sup>th</sup> was 168. Currently 44 (26%) of the members are students. There is one international member.

*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 education policy and politics to the co-editors:

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## Become a member of the Politics of Education Association

### *Membership Benefits*

In addition to its presence on the AERA program, 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 the 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 and a biennial special issue of the *Peabody Journal of Education*. The association also maintains its own web site <http://www.fsu.edu/~pea/>; offers course materials for teaching courses related to the Politics of Education, POETS (Politics of Education Teachers Services); sponsors timely presentations from senior scholars and political insiders; and provides mentoring for new faculty and graduate students.

### *Join PEA*

Since the Politics of Education Association is 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, then you can still join or renew your PEA membership online by:

- >Go to AERA homepage <http://www.aera.net>
- >Login
- >On the left toolbar select **\*Member Homepage\***
- >Under Profile and Member Benefits, select **\*SIG Memberships\***
- >Above SIG Memberships, select **\*Purchase Additional SIG Memberships\***
- >**\$40 (faculty)**
- >**\$20 (student)**

Please note that all SIG memberships will *expire* at the same time the AERA membership expire—generally, at the end of the year.

**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**

Lora Cohen-Vogel (2008-2010) Florida State University  
Bruce Cooper (2004-2008) Fordham University  
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 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)



**Many Thanks to our 2012 William L. Boyd National Education Politics Workshop Mentors:**

- |                          |   |
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| Ann Allen                | Ohio State University   |
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| David Gamson             | Pennsylvania State University                                     |
| Dan Gibton               | Tel Aviv University   |
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| Betty Malen              | University of Maryland—College Park                               |
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| Brendan Maxcy            | Indiana University-Purdue University Indianapolis                 |
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| Douglas Mitchell         | University of California—Riverside                                |
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| Thu Suong Nguyen         | Indiana University-Purdue University Indianapolis                 |
| Anthony Normore          | California State University—Dominguez Hills                       |
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**Coming this Summer 2012...**  
***Off the Press, Volume 5***

**Be on the lookout for the call for submissions in June.**

***Off the Press* is a special newsletter of recent publications by our members, which is published annually in the summer, a key course planning time in advance of the fall semester.**