



**Gary Rhoades, Ph.D.**  
Department Head & Professor,  
Educational Policy Studies and Practice;  
Director,  
Center for The Study of Higher Education

**Rose Ylimaki, Ph.D.**  
Program Coordinator,  
Educational Leadership;  
Professor, Educational Policy Studies and Practice

**Kris Bosworth, Ph.D.**  
Professor, Educational Policy Studies and Practice

**Jeffrey Bennett, Ph.D.**  
Associate Professor,  
Educational Policy Studies and Practice

**Jill Koyama, Ph.D.**  
Associate Professor,  
Educational Policy Studies and Practice

**John Taylor, Ed.D.**  
Professor, Educational Policy Studies and Practice

**Lynnette Brunderman, Ed.D.**  
Associate Professor of Practice,  
Educational Policy Studies and Practice

EPSP Main Office  
520.626.7313

EPSP Website:

<https://www.coe.arizona.edu/epsp>

# EDUCATIONAL LEADERSHIP PROGRAM

Department of Educational Policy Studies & Practice

August, 2015

## *Letter from EDL Program Coordinator*

*With this publication, we are resuming a tradition of newsletter communication with our alumni, current students, and district partners regarding our accomplishments and future plans. To begin, we had a very successful annual program review last year, and as a result, we gained a new part-time administrative assistant and an EDL Program Coordinator position. I will be the first to serve in that position within the Department of Educational Policy Studies and Practice that includes Higher Education.*

*The EDL program is proud of its foundation with faculty expertise in educational leadership and policies as well as the disciplinary studies that help us better understand leadership in our border context and beyond. Today, the faculty includes Jeff Bennett (expertise in organizational theory and district-community partnerships); Kris Bosworth (school safety and prevention, professional development, and school climate); Former Principal Lynnette Brunderman (school climate and leadership teams); Jill Koyama (immigrants, anthropology and policy); John Taylor (leadership, policy, and equity), and me (curriculum theory and international leadership studies). We are proud to announce that Jill Koyama was promoted to Associate Professor with tenure! We are also grateful to our excellent Adjunct Instructors, Maria Menconi, Scott Mandel, and Clarice Clash.*

*Our profile as a scholar-practitioner program is strong as evidenced by our graduates who have obtained positions in local school districts and our current students who are publishing their work with faculty in top venues like Educational Administration Quarterly, Journal of School Leadership, and Leadership and Policy in Schools. Our doctoral (EdD and PhD) and MED enrollments and diversity statistics have increased substantially in recent years.*

*With the continuous renewal of our masters and doctoral offerings, graduates of the program will be primed for additional career paths in higher education, community based organizations, policy fields, research organizations, and international venues, as well as in local K-12 school administration where many of our students have historically gravitated after graduation. Our work is no longer bound by the structures of school buildings; it encompasses more than the role of the school leader alone; it cuts across lines of theory, practice and policy and addresses issues of importance to students, teachers, leaders, families and communities in the U.S. and in other nations.*

*This fall, we continue the exciting work of curriculum revision for the MED and Doctoral Programs. With advice and support from our students, alumni, and local leaders, we look forward to rolling out new courses, concentrations, and partnerships in the upcoming years. As we strive to meet the needs of our students and local partners, we will seek to enhance our capacity in creative and entrepreneurial ways, exercising the leadership we teach in our efforts to broaden and deepen our programmatic capacity.*

*Along with many exciting new accomplishments, during the past academic year, we lost an alumni, adjunct, and good friend with the passing of Marianne Castellon-Valdez. She will be missed. As many of you already know, we are also very concerned about the health situation of our good friend and colleague, Associate Professor, Jeffrey Bennett. Our thoughts are with him and his family.*

*As we usher in the 2015-16 academic year and welcome in new MED and Doctoral cohorts into our community, I wish you all a healthy and productive upcoming year as together we continue the Educational Leadership legacy at the University of Arizona.*

Sincerely,

Rose Ylimaki, Professor  
Educational Leadership Program Coordinator

ARIZONA'S FIRST  
**College  
of  
Education**  
THE UNIVERSITY OF ARIZONA,

## EDL Masters Program Begins Partnership with TUSD

In the fall of 2014, the Educational Leadership Program entered into a collaborative partnership with Tucson Unified School District to increase the diversity of qualified leaders in the district. The program includes a strong orientation toward culturally responsive practices, social justice, and policy as well as other ISLLC standards, leadership research, and requirements from ADE. TUSD administrators and Educational Leadership faculty members have selected

participating students. The partnership is innovative in that students gain interrelated understandings about:

- essential leadership theories and practices that inform the work of a school leader.
- Diverse cultural knowledge and resources from residents of our area along the US-Mexico border.
- Norms and procedures from TUSD.

The first cohort of 10 TUSD educators started the program in the fall of 2014. Minimally, an additional 13 TUSD educators will begin the program in the fall of 2015. TUSD participants take coursework with about 14 additional Masters students.

*"The Master's Program in Educational Leadership has allowed me to view leadership from multiple perspectives through practical applications and current literature. All aspects of leadership roles are explored through enlightening and comprehensive class discussions and coursework." Patti Bolle, MED student from TUSD.*

### Thank you to Dr. Vicki Balentine

We would like to thank Dr. Vicki Balentine for her excellent service to the EDL Program as an Associate Professor of Practice for the past three years. Dr. Balentine taught courses in Supervision, Policy, and Internships. She also served as a college representative at various state level committees. We will miss her expertise in leadership and policy, but we wish her well in her second retirement!

## A School District's Role in Supporting and Educating Refugees

Of the nearly three million refugees who have been resettled in the US since 1975, twenty-five percent are school-aged children between five and eighteen years of age. Most are identified as students with interrupted formal education (SIFE), and also designated as English language learners (ELLs), two categories that under No Child Left Behind (NCLB) are held to particular achievement measures, and are often recognized as the lowest-achieving student subgroups. Targeted for additional educational supports, these students are becoming of great consequence to schools challenged by decreasing budgets and increased accountability. However, inadequate research attention has been given to

their unique linguistic challenges and resources, and their educational trajectories. There are approximately 1000 refugee students enrolled in a southern Arizona school district; thirty-eight percent of them have been attending district schools for three years or less. Seventy-nine of the eighty-nine schools in the district have at least one refugee student. For ten schools, refugees comprise 3% or more of the total student population, and in two high schools the percentage is greater than 10%. District Department of Asian Pacific American Student Services and Refugee Services (District Refugee Services) aims to integrate refugee youth into schools and help refugee families' transition to living in Tucson. Under the directorship of an EDL doctoral student and Family Mentor Specialists and one part time administrator provide a range of educational and social supports. The educational services, such as assistance with school registration, tutoring, and language support are aimed at counteracting refugee youth's initial limited English language ability and intermittent schooling. Social supports include, but are not limited to, translating school information for parents, transporting family

members to medical appointments, securing mental health services for youth, and providing programs in citizenship and adult ESL. These bridge the voids created by disrupted family networks, poor mental and physical health services in resettlement camps, and ethnic-cultural neighborhood segregation common to refugee populations in the US.

During the 2014-2015 school year, doctoral students, Lisa Fetman, Linsay DeMartino, and Sowmya Ghosh, and I conducted an ethnographic case study of District Refugee Services. We documented the ways in which a school district can play important roles in providing educational and social supports to refugees and their families, and also act as a mediator, connecting refugee families to other agencies and programs that provide medical, dental, legal, housing, and educational services. One aim of the project is to learn from and build upon what is done in District Refugee Services to develop models for school districts with increasing populations of refugee and immigrant students. For additional information, contact Associate Professor Jill Koyama at [jkoyama@email.arizona.edu](mailto:jkoyama@email.arizona.edu).



## **Sunnyside Featured in Statewide Project: Strengthening Instructional Leadership Mathematics**

The UA, in conjunction with the Sunnyside Unified School District, has engaged in a project 'Strengthening Instructional Leadership in Mathematics' sponsored by an ITQ grant. Several phases have already been implemented. In the summer of 2014, all K-8 and pertinent district administrators and other K-8 mathematics leaders (i.e., coaches) were provided intensive professional development around the four goals of the original grant, 1) shifts in content and process standards; 2) instructional shifts; 3) relationship to instructional leadership; and 4) communicating with parents and community. Following this training, Sunnyside principals requested to lead the professional development for the teachers of the district, and thus a new phase began. The district was divided into 5 clusters, with principal and teacher leader teams together providing the professional development for their respective clusters. To accomplish this, leadership team members underwent intensive additional training, and were provided a structure in which they could plan together for the delivery of 6 modules. A consultant, Cynthia Lee, provided the template of the modules as well as intensive training with the teams, also allowing them time to plan for delivery while providing support for any questions that might arise. These six modules were then delivered across the district on designated Wednesday afternoons from October through March. Finally, the project featured a group walk-through experiences on a quarterly basis to allow administrators and coaches to refine both their observational skills around AZCCRS mathematics implementation and their feedback skills. External evaluators noted tremendous growth in the ability and comfort level of building leaders to understand and provide appropriate feedback.

For the 2015-16 school year, the project will continue with continued group walk-through experiences and debriefing on a quarterly basis as well as capacity building for a base of teacher leadership (K-6) in mathematics across the district who will support PLCs focused on mathematics, curriculum revision, professional learning of mathematics content and pedagogy, and a compilation of unit assessment exemplars. For additional information, contact Dr. Brunderman at [lbrunder@email.arizona.edu](mailto:lbrunder@email.arizona.edu).

## **AZiLDR Develops School Leadership Teams for Continuous Improvement**

School leadership is essential for continuous school development and effectiveness. With today's accountability policy demands, curriculum changes, reforms, and other external pressures (e.g. poverty), principals cannot lead school improvements alone. Arizona Initiative for Leadership Development and Research (AZiLDR) is a research-based school development process that prepares leadership teams to build capacity for continuous school development. AZiLDR is co-directed and facilitated by UA faculty members, Rose Ylimaki and Lynnette Brunderman. Maria Menconi, retired deputy superintendent from TUSD and adjunct faculty member, is also a lead facilitator and trainer for coaches.

Teams vary according to school size and level, but they most often include the principal, assistant principal or coach, teachers, and a district representative. These participants attend ten days of Institutes spread throughout the academic year as well as monthly follow-up meetings (regional PLCs), and individual school visits (walk-throughs). Topics for the institutes and regional meetings include team building, culture and climate, step-back coaching, curriculum standards, quality instruction, data literacy, and culturally responsive practices. With support from the districts and AZiLDR, teams develop and lead data-driven plans for improvement throughout their schools. In so doing, teams build capacity for curriculum work-leadership throughout their schools. Teams also examine their own school /district data as well as results from a leadership survey and periodic interviews that they use for reflection about their progress and for the development of next steps.

The school development process was initially developed in a statewide ITQ project in 2011-2012. Based upon findings from the statewide project, we refined the content and delivery system. During 2013-15, 8 additional Southern Arizona school teams completed the refined project with funding from the state of Arizona. Preliminary results indicated improvement in the state letter grade for all participating sites as well as growth in the capacity of the sites to implement change; these results have been presented at UCEA, AERA, and the European version, ECER, and published in *Leadership and Policy in Schools* and *Journal of Educational Change*.

16 additional school teams will participate in the project through 2015-16, with another ITQ grant providing funding support for most participants. In some cases, districts are paying for participation. Last year, two doctoral students worked on the program: Lisa Fetman and Jennifer Porter. If you are interested in more information, contact Rose Ylimaki at [rylimaki@email.arizona.edu](mailto:rylimaki@email.arizona.edu) or Lynnette Brunderman at [lbrunder@email.arizona.edu](mailto:lbrunder@email.arizona.edu).



**Educational Leadership Program graduates eight doctoral students and seventeen MED /Certification students during the 2014-15 school year.**

**Doctoral**

Seth Aleshire – PhD, principal of Pueblo Gardens, TUSD

Kevin Corner – EdD, Co-Founder, Pathmaker a 2 What End, Inc.

Thad Dugan – PhD, principal of Gila Vista Jr. High, Yuma

Nicole Kontak – PhD, Director, Transfer Student Programs- Articulation, UA

David Mandel – PhD, principal of Marana High School

Joan Molera – PhD, principal of Desert Shadows Middle School, Nogales

Hugh Thompson – EdD, Director of School Improvement, The Odyssey Prep Academy

Elia Villasenor – PhD, Instructor, Modern Languages, UA

**Masters of Education**

Nicholas DiCampi

Shannon Dineley

Alexis Gonzales

Nora Jaramillo

Robert Jaramillo

Erica Kane

Ian Kidd

Frank McCormick

David Miller

Jennifer Porter

Timothy Ripp

Janet Spooner

Jesse Stipek

Mindy White

Camille Martinez Yaden

**Certification**

Adam Colombo

Marisol Kenman

Joline Riddle

Benjamin Rorem



**A New UCEA International Center for the Study of School Leadership**

The UCEA Center for the International Study of School Leadership replaces the Center for the Study of School Site Leadership, which had been in existence since 1999 and had been represented by Steve Jacobson in the University at Buffalo/State University of New York, and Ken Leithwood of the Ontario Institute for Studies in Education (OISE). The new center expands the knowledge of school site leadership by adding the knowledge of international scholars, and 4 Co-Directors in 4 national and international universities will lead it.

**National directors:**

Dr. Jeff Bennett, University of Arizona

Dr. Elizabeth Murakami, University of Texas of the Permian Basin

**International directors:**

Dr. Monika Törnsten, Umeå University, Sweden

Dr. Katina Pollock, Western Ontario University, Canada

At a national level, scholars who are engaged in cross-cultural studies in educational leadership who are active at national organizations, such as UCEA, AERA, NCPEA, and other organizations will be included.

At an international level, representatives from organizations such as the British Educational Leadership Management and Administration Society (BELMAS), European Conference on Educational Research (ECER), Australian International Education (AIEC), and other continents will be considered. Affiliate members will be invited locally, because they have membership in UCEA and a research focus on national/international issues in school leadership. International members will be invited by their affiliation to UCEA and research on cross-cultural

The center plans to (a) in year 1, develop an actionable message development about the center; (b) in year 2, build a research base repository (policy and research briefs), and establish a knowledge mobilization plan; and (c) in year 3, implement knowledge mobilization plans and dissemination of research.

Please visit this link for further information on the UCEA Center for the Study of School Site Leadership:

<http://ucealee.squarespace.com/USA/>

### ***\$4.9 Million Grant for Improving School Climate***

When educators work together to create safe and supportive climates for students and staff, violent and disruptive behavior is greatly diminished leaving more time for learning to occur. Strategies for creating these protective climates have been the focus of Dr. Bosworth's research through several US Department of Education grants. This

year, in partnership with the Arizona Department of Education and DPS faculty Drs. Sheri Bauman, Katie Eklund and Mike Sulkowski, Dr. Bosworth was awarded a 3-year \$4.9 million grant from the National Institute of Justice for "Training School Resources Officers (SRO's) to Improve School Climate and School Safety Outcomes." With this

funding, the team will be working with 16 secondary schools in Arizona to build capacity with SRO's, mental health professionals and administrators to build protective and safe school climates. EDL doctoral student Sowmya Ghosh is a research assistant on the research team. If you are interested in more information, please contact Professor

Kris Bosworth at

[boswortk@email.arizona.edu](mailto:boswortk@email.arizona.edu)



### ***E-Citizenship: A Praxis-Centered Civics Education***

Youth receive formal education in civic participation through citizenship, character, or civics education in American schools. Unfortunately, citizenship education, or what might be referred to as "old civics" in schools, continues to emphasize citizenship as a legal status tied to a nation-state and the associated rights and responsibilities to the state. It focuses on educating young people for citizenship [as] and it has mostly neglected the communal and collective nature of citizenship.

The lack of connection between citizenship education and youth's daily lives may contribute to the growing gap between static, school-constructed citizenship and youth's actual civic engagement. Youth, however, have been playing active roles in participatory practices and community activism and we can learn from the new digital civics pathways they are accessing, utilizing, and creating. Increasingly, young people are using varied forms of media, including online resources, to raise their political awareness and take civic actions.

In this study, Dr. Jill Koyama and EDL doctoral student Sumaya Frick, have identified the ways in which high school students in a SW Arizona school district access, utilize, and create electronic networks, including Social Networking Platforms (SNPs), to engage civically. We have administered a survey to more than 800 students, and we intend to extend our study with interviews and focus groups in fall 2015 to explore any connections between the students' civic engagement and Arizona's civics examination. We also want to determine if the students' online civic networks are transnational, and trace the linkages between online praxis and more local action. Ultimately, we will make recommendations for how to incorporate the new technologies into a praxis-centered civics education program. For additional information contact Associate Professor Jill Koyama at [jkoyama@email.arizona.edu](mailto:jkoyama@email.arizona.edu).

### ***New International Curriculum Work-Leadership Project***

There has been a growing interest in international research on educational leadership. The increased international focus on leadership is connected to more nationalized curriculum policies (e.g. Common Core), evaluation policies, and a borderless world vision of open markets. These policy and societal changes have also redefined how power and influence is distributed between central administration and local schools, between state level administration and private interests, and between transnational organizations and various nations. These developments also make it crucial to see connections among policy studies, societal trends translated into curriculum, and leadership practice.

During her sabbatical year in 2014-15, Rose Ylimaki co-developed a new international project on curriculum work-leadership with Professor Michael Uljens (Abo Akademi, Vasa Finland). To begin, Ylimaki and Uljens co-developed a general framework for curriculum work and educational leadership that builds upon strengths and limitations of educational leadership studies, curriculum theory, and policy studies. The new general framework for curriculum work and educational leadership will inform new research studies and school development practices in the midst of policy and societal changes. Ylimaki and Uljens will co-edit a book on this topic for Springer Press and a special issue in *Leadership and Policy in Schools* in 2016. For additional information, contact Rose Ylimaki at [rylimaki@email.arizona.edu](mailto:rylimaki@email.arizona.edu)

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## **Jackson Scholars**

EDL Doctoral students Mahmoud Marei and Charles Collingwood have been accepted into the Jackson Scholars Program for UCEA. The Jackson Scholars Program is designed as a scholarly mentoring program for underrepresented groups in the educational leadership field. In order to be accepted, doctoral students are selected by EDL faculty and a UCEA panel of external scholars. Jackson Scholars attend mentoring sessions on academic writing and publishing as well as networking at UCEA and AERA for a two-year period. Previous recipients of the Jackson Scholar Program from UA include Leah Dardis and Meg Cota.

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### **\* Student & Alumni Milestones \***

**Andrea Divijak** (MED 2010) becomes the third EDL graduate to lead Quail Run Elementary School in Marana. She follows **Pennie Marcus** (ESP 2008) and **Carolyn Dummler** (Ed.D. 2010) who opened the school. Also at Quail Run as Assistant Principal is Fritz Rendahl (Ed.D. 2006).

**David Mandel** (PhD, 2015)—new principal at Marana High

**Kristen Reidy**—new Assistant Superintendent

**Heather Pletnik**—new Principal at Marana Middle School

**Thad Dugan** (PhD, 2015)—new Principal at Gila Vista Elementary School, Yuma

**Mark Saliba** (Ed.D. 2007)—new Principal at Presidio Schools

**Nicole Kontak** (PhD, 2015)— new Director of Transfer Student Programs and Articulation, University of Arizona

**Megan Chavez**—new Assistant Principal at Grijalva School, TUSD,

**Nora Jaramillo**—new Assistant Principal at Roskruge, TUSD,

**Andrew Walanski**— new Assistant Principal at Huntington Beach Union High School, California

#### **Dissertation Proposals Accepted**

Lisa Fetman  
Erin Matyjasik  
Monica Barajas

#### **Comp Exams Passed**

Linsay DeMartino  
Darcy Tessman  
Lisa Fetman

#### **Awards 15-16**

Michael Szolowicz, *Erasmus Scholar*  
Lukretia Beasley, *Erasmus Scholar*

### **Conference Presentations**

Lucky Beasley, Lewis Brownlee, Breanne Bushu, Tassi Call, Marco Canez, Charles Collingwood, Thad Dugan, Michelle Goodman, Nora Jaramillo, Isabel Kelsey, Dondi Luce, Crystal Schilling. Sowmya Ghosh Janet Spooner, and Michael Szolowicz presented papers at this year's APEA conference in Phoenix. Lisa Fetman, Erin Matyjasik, and Michael Szolowicz had papers accepted for UCEA. Lisa Fetman, Linsay DeMartino, Sowmya Ghosh, and Dr. Koyama will present on a panel at UCEA. Lisa Fetman and Dr. Ylimaki will present a paper at UCEA. Recent graduates, Dr. Thad Dugan, Dr. Joan Molera, and Dr. Elia Villasenor will present papers at UCEA. Seth Aleshire received the Outstanding Doctoral Student, UA 2015 from Arizona School Administrators Higher Education Division.

### **More Faculty News**

Dr. Jill Koyama was promoted to Associate Professor with tenure!

Dr. Lynnette Brunderman received the Distinguished Administrator of the Year-Higher Education Division, 2014-15 from Arizona School Administrators.

Dr. Kris Bosworth has just finished an edited book *Prevention Science in School Settings* that will be published by Springer in the next few months.

Dr. Jill Koyama produced a co-edited volume for Routledge Press with Mathangi Subramanian in 2014 entitled *US Education in a World of Migration: Implications for Policy and Practice*.

Dr. Rose Ylimaki produced an edited volume for the UCEA Series on the ISLLC standards in Routledge Press entitled *The New Instructional Leadership and the ISLLC standards*. Dr. Ylimaki will be a series editor for the ISLLC Standard Volumes based upon the New ISLLC Standards.

Dr. Bosworth has joined a team of eight prevention scientists to write a universal drug prevention curriculum for developing countries. The project is sponsored by the US State Department.

The Arizona School Administrators' Higher Education Division recognized Dr. Clarice Clash as the Outstanding Adjunct 2015.

#### **Save the Dates for Fall Conferences and Meetings!**

**\*\*University Council for Educational Administration (UCEA) Convention, November 20-23, 2015, San Diego, CA**

#### **Get Ready to CHILL!**

**\*\*CHILL sessions provide opportunities for faculty and students to share new research and get feedback from each other. Faculty members Regina Deil-Amen, Jill Koyama, and Nolan Cabrera initiated the event last year. The CHILL sessions have been very well received, and we look forward to hearing about new research projects this year!**

(First CHILL session is scheduled for October 2).