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- Partnerships for Leadership Preparation and Development
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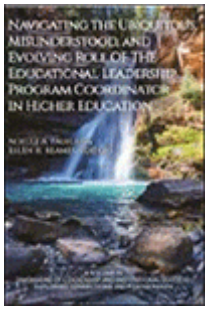


Navigating the Ubiquitous, Misunderstood, and Evolving Role of the Educational Leadership Program Coordinator in Higher Education

Noelle A. Paufler, Clemson University; Ellen H. Reames, Auburn University

2023. Paperback 979-8-88730-384-0 $52.99. Hardcover 979-8-88730-385-7 $94.99. eBook 979-8-88730-386-4 $85.

Navigating the Ubiquitous, Misunderstood, and Evolving Role of the Educational Leadership Program Coordinator in Higher Education is an edited volume of chapters focused on the role of the program coordinator (PC) in educational leadership. The book is a recent addition to the book series: Dimensions of Leadership and Institutional Success: Exploring Connections and Partnerships, edited by Ellen H. Reames. Noelle A. Paufler and Ellen H. Reames (editors) created this book to examine various aspects of the PC role because it has been largely ignored in the educational leadership preparation literature. The book examines various aspects of the PC role to include responsibilities, navigating the politics and policies of higher education and educational agencies, internal and external problems and barriers related to the role, and recommendations and possibilities for enhancing the PC role. The book is divided into 3 sections: Section 1 centers on the roles of the PC and also includes a model that can be used to structure PC responsibilities within programs. Section 2 focuses the readers' attention to present misunderstanding of the PC as a quasiadministrative role which appears to be gaining in clarity through present research. Section 3 gives a glimpse to future trends which includes the growing use of clinical faculty as PCs.

The primary audience is higher education faculty and administrators. The term program coordinator spans across all disciplines and is used in most higher education institutions across the United States. Higher education institutions are also interested in sustaining partnerships within the university and the communities beyond. This book can assist with nuances of partnership development for any higher education field of study.

The audience also includes faculty in higher educational leadership program development and school/university partnership development and enhancement across public and private enterprises who are educating future leaders. Other interested groups are university and school-based professionals who are seeking to improve relationships, partnerships, and collaborations between educational leadership preparation programs and K-12 districts and related agencies. The book would also be of value to those who conduct research in the areas of partnership creation and implementation and to those who conduct research which improves educational leadership preparation and development. The role of the PC in educational leadership is critical to the success of higher education leadership preparation programs and is often very different than PCs in other higher education disciplines.

CONTENTS: INTRODUCTION. Ubiquitous, Misunderstood, and Evolving: Characterizing the Role of the Educational Leadership Program Coordinator, *Noelle A. Paufler and Ellen H. Reames.* **SECTION I.** Connecting the Dots: Program Coordinator as School-District-University Partnership Facilitator, *Karen D. Jones and Travis Lewis.* Bridging the Gap Between Higher Education and K–12: The Role of Program Coordinators in Educational Leadership Programs, *Isela Peña and Rebecca Schlosser.* The Educational Leadership Program Coordinator: Partnerships and Recruiting, *Ellen H. Reames, Angela C. Adair, and Alfred Parham.* **SECTION II.** Two Lenses—One Focus: Examining Educational Leadership Program Coordinator Roles, *Barbara Qualls and Stacy Hendricks.* Program Coordination at UCEA-Affiliated Universities in the Wake of COVID-19, *William Kyle Ingle and Joanne M. Marshall.* Successes, Challenges, and Hopes of an Educational Leadership Program Coordinator: Balancing the Self and Others, *Barbara L. Pazey.* **SECTION III.** "We're Lucky To Have Each Other": Solo Leadership Faculty as Program Coordinators, *Wesley Henry, Ann E. Blankenship Knox, Sarah M. Jouganatos, and Lori Rhodes.* The Role of the Clinical Professor: Program Coordination and Partnership Development, *William A. Bergeron, Yvette Bynum, and Brenda Mendiola.* Recruiting and Partnership Experiences of the Graduate Assistant to the Program Coordinator, *Angela C. Adair.* About the Authors.

Partnerships for Leadership Preparation and Development
Facilitators, Barriers and Models for Change

Frances K. Kochan, Auburn University; Ellen H. Reames, Auburn University; Dana M. Griggs, Columbus State University

2021. Paperback 978-1-64802-236-4 $52.99. Hardcover 978-1-64802-237-1 $94.99. eBook 978-1-64802-238-8 $85.

There is a large body of research that supports the reality that school leaders make a significant contribution to the success of schools and the students in them. Additionally, there is strong agreement among and between researchers and state and national educational leadership associations that educational leadership preparation and development should be created and implemented within university/school partnerships. Although institutions engage in forming university/school partnerships for varied reasons, research on the extent to which these partnerships exist; their organizational structures and processes; their implementation and effectiveness; and elements that foster and hinder their success is limited.

Perhaps more importantly, there is not a widely accepted, research-based model of such partnerships that practitioners and researchers can use to guide the development and assessment of these partnership endeavors and upon which they can conduct effective research. This book seeks to fill these gaps. It presents the purposes, processes, practices and outcomes of eleven university/school partnerships focused on school leadership preparation and/or development.

Each chapter presents an overview of the partnership, elements that fostered and hindered partnership success, and lessons learned. The book concludes with a chapter that summarizes findings across all chapters and presents a school/university partnership model that can be used by those interested in forming, improving or researching similar partnership endeavors. There are no similar resources available in the field. Thus, this book makes an important contribution to the literature and to the world of practice and research.

Praise for Partnerships for Leadership Preparation and Development: Facilitators, Barriers and Models for Change:

"*Kochan, Reames and Griggs bring together the latest research and eleven case examples of university-practice partnerships for school leadership preparation and development. The volume provides keen insights into practices that can make or break an effective partnership, making it a valuable resource for those seeking to develop new partnerships, to enhance existing ones, and to engage in research on this topic. For those in the throes of redesign or leadership program improvement, it is an essential read*."
Michelle D. Young,
Professor and Dean, Loyola Marymount University
UCEA Executive Director Emeritus

"*Partnerships for Leadership Preparation and Development is destined to become an indispensable "go-to" resource for educators who are contemplating or already engaged in school-university partnerships. Rich details are provided about a variety of partnerships operating for aspiring and practicing schools administrators, with special attention to preparing and developing underserved populations for educational leadership roles. The book not only captures the realities of these collaborative efforts, but also provides a roadmap for anticipating the important relational, organizational, and operational processes required for partnership success.*"
Bruce Barnett, Professor
Educational Leadership and Policy Studies
University of Texas at San Antonio

CONTENTS: Endorsements. **SECTION I: INTRODUCTION.** Partnerships for Leadership Preparation and Development: An Overview, *Frances Kochan and Dana Griggs.* **SECTION II: PARTNERSHIPS FOR LEADERSHIP PREPARATION THROUGH PROGRAM REDESIGN.** The Principal Leadership Fellows Program: A Retrospective Look at a Partnership-Based Educational Leadership Program Redesign, *Jo Beth Jimerson, Erin D. Atwood, Kimberly S. Cook, Paige F. Corder, and Marla W. McGhee.* Exploring Factors that Facilitated a K–12 School District/University Partnership Within a Redesigned Educational Leadership Preparation Program, *Robert L. Hudson.* Enhancing School Leader Capacity: A Standards-Based Awareness and Readiness Curriculum, *Carmen Mombourquette and Pamela Adams.* **SECTION III: PARTNERSHIPS FOR LEADERSHIP PREPARATION TO MEET IDENTIFIED NEEDS.** Factors That Contribute to a Strong District-University Partnership: A District Stakeholder Perspective, *Raymond Lamont Haynes, Karen L. Sanzo, and Jay Paredes Scribner.* The IMPACT Arkansas Fellowship Program: A Unique Partnership in Educational Leadership Preparation, *Ed Bengston.* Partnering to Develop School Leaders: A Model For Success, *Henry B. Russell.* Creating and Sustaining Authentic Partnerships to Support Educational Leadership Doctoral Student Success, *Sheila Moore.* **SECTION IV: PARTNERSHIPS FOR LEADERSHIP DEVELOPMENT.** Partnering for Authenticity to Prepare School Administrators. *Maria B. Roberts, Miguel M. Gonzales, and Dana L. Bickmore.* Program Development for School Principals' Continuing Education: Overcoming Partnership Tensions Between School Board and University, *Emmanuel Poirel, Huguette Drouin, David D'Arrisso, and Alexandre Beaupre-Lavallee.* Partnership For District Leadership Development: Two Tales, *Glenys Hill, Donna Augustine-Shaw, and Jia Grace Liang.* Don't Forget Us: Leadership Development for Assistant Principals Through Co-Mentoring, *Kathleen M. Cowin.* **SECTION V: SYNTHESIS AND FUTURE RESEARCH.** Partnerships in Educational Leadership Preparation and Development: What Works and What's Next? *Frances Kochan, Ellen H. Reames, Amy Serafini, and Angela C. Adair.* A Model for Future Practice and Research, *Ellen H. Reames and Frances Kochan.*

Creating School Partnerships that Work

A Guide for Practice and Research

Frances K. Kochan, Auburn University; Dana M. Griggs, Columbus State University

2020. Paperback 978-1-64802-119-0 $52.99. Hardcover 978-1-64802-120-6 $94.99. eBook 978-1-64802-121-3 $85.

THIS IS A UNIQUE BOOK. IF YOU CARE ABOUT SCHOOLS AND SCHOOLING AND THE WAY IN WHICH PARTNERSHIPS MAY HELP TO STRENGTHEN AND IMPROVE THEM AND THE INSTITUTIONS THAT PARTNER WITH THEM, YOU SHOULD READ IT! School partnerships have a long history in the United States. The inception of public schooling was a type of partnership with the community. The concept of local school boards and local control was integral to the establishment of schools and the idea that public education was a public good has deep roots in the country. Partnerships denote relationships which are mutually beneficial to the parties involved and which result in joint benefits for those who create and engage in them. The partnerships presented in this book provide ample evidence of the value and benefits of these arrangements.

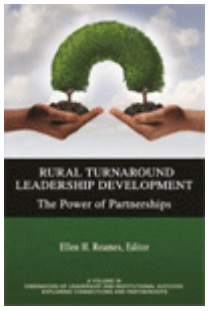
The book contains stories and research about school partnerships from a variety of groups and perspectives, which are focused upon multiple issues within educational institutions and communities within the United States. The final chapter, presents an analysis across all the partnerships to identify the elements that fostered and hindered their success and the primary lessons learned. This analysis should provide meaningful information for those engaged in developing and operating similar partnerships or those involved in conducting research on or about them. Although the cases presented in this book occur within the United States, the findings may also have relevance for similar initiatives in other countries.

Praise for Creating School Partnerships that Work: A Guide for Practice and Research:

Kudos to Dana Griggs and Frances Kochan for compiling the rich accountings of eight different school partnerships all in one place. Readers will learn a great deal from both the individual accountings of a broad array of partnerships as well as the collective analysis of the partnerships and lessons learned across them. Creating School Partnerships that Work:A Guide for Research and Practice is a must-read book for anyone who ever has been, is, or desires to be involved in any type of school partnership.
Nancy Fichtman Dana, Professor, School of Teaching and Learning
University of Florida, Gainesville

Creating School Partnerships that Work: A Guide for Research and Practice is a must read for scholars, researchers, practitioners, and community members seeking to identify elements of successful school partnerships that foster students' academic and personal successes. This edited volume shares stakeholders' perspectives on multi-dimensional school partnerships, which have successfully led to sustained collaborations across diverse purposes that are mutually beneficial for all groups. The usefulness of the content analysis presented in the final chapter, which identifies elements both fostering and hindering partnerships with recommendations, cannot be overstated.
Mary Barbara Trube,
Professor Emerita, Ohio University-Chillicothe
Contributing Faculty & Dissertation Mentor, Walden University
Early Childhood Education Adjunct Faculty, Florida SouthWestern State College
Mentor & Early Childhood Consultant, ILEAD Xi'an Jiaotong-Liverpool University

CONTENTS: Creating Successful School Partnerships: An Overview, *Frances Kochan.* A Case Study of a School-Industry Partnership: Findings, Lessons Learned, and Suggestions for Practice, *Dana M. Griggs.* Partnerships in Practice: Developing a Positive School Culture Toward Title I School Success, *Marco A. Nava and Imelda L. Nava.* Key Elements of a Successful Higher Education and Elementary Partnership (HEEP), *Aneta Walker, Tonya Conner, and Micah Pelham.* Collaborating on Problems of Practice: A University/District Partnership Model, *Erin Anderson and Susan Korach.* Collaborating to Make a Difference: A Middle School and College of Education Partnership, *Andrea M. Kent and Joel Lewis Billingsley.* Learn, Serve, and Lead: Examining a Model for Strengthening Community Partnerships and Student Leadership Through a Service-Leadership Internship, *Haley W. Sigler and Eric D. Moffa.* Preparing School Leaders to Meet the Needs of Alternative Certification Teachers Through a Collaborative Partnership, *Christopher M. Parfitt and Amanda L. Rose.* Distant Neighbors: Building a P–20 Community of Practice, *Robert Feirsen and Abagail Van Vlerah.* O Grows and the Contextual and Interactive Model of Community-University Collaborations: A (Re)incarnation Story, *Sean A. Forbes and Carey E. Andrzejewski.* Creating and Fostering Effective School Partnerships: A Content Analysis, *Dana M. Griggs and Frances Kochan.* About the Authors.



Rural Turnaround Leadership Development

The Power of Partnerships

Ellen H. Reames, Auburn University

2018. Paperback 978-1-64113-291-6 $52.99. Hardcover 978-1-64113-292-3 $94.99. eBook 978-1-64113-293-0 $85.

Rural Turnaround Leadership Development: The Power of Partnerships focuses on a three- year rural turnaround leadership project sponsored by the U.S. Department of Education. The project was designed to foster the development of a cohort of aspiring school leaders in rural high poverty/low performing K-12 school districts. The Alabama Project was selected by the U.S. Department of Education, in part, because it was the only submission which emphasized partnership between higher education institutions, school districts and the Alabama State Department of Education (ALSDE). Facets of the book include a treatment of the structures and processes each university created to develop their unique program, the distinctive turnaround curriculum used at each university, the role of mentoring in developing aspiring rural school leaders and the internship experiences and practices which supported aspiring leader development. One of the most powerful changes witnessed during the project was the development of aspiring leaders by the major and ancillary partners. The cross-connections between K-12 districts, the ALSDE, and the three university educational leadership programs was a multifaceted and multi-layered collaborative approach. The partnerships not only strengthened within each master's program, but across agencies as a result of this project. The book will describe the value of partnership and leadership development through the eyes of the major contributors. The contributors or authors of the book will include the Alabama State Department of Education, the three educational leadership higher education institutions i.e. Auburn University, University of Alabama and Samford University, partner school district representatives and graduates of the program.

CONTENTS: Alabama's Rural Turnaround: Growing Partnerships for School Success, *Ellen H. Reames.* Powerful Partnerships: The Alabama State Department of Education's Role in the Rural Turnaround Leadership Pipeline, *Karen Anderson & Christine Spear.* Alabama: Successful Rural School Context and Turnaround, *William A. Bergeron, Ellen H. Reames, & Francis K. Kochan.* Designing the UA PACT Program: Letting the Research Guide Us, *Brenda Mendiola & Jingping Sun.* Preparing Bold, Visionary Leaders for School Turnaround, *Brenda Mendiola & Jingping Sun.* Evaluating the UA PACT Mentoring Program: Lessons Learned, *Brenda Mendiola & Sijia Zhang.* Providing Opportunities for Real-World Learning, *Jingping Sun & Sijia Zhang.* History and Development of the Samford Program, *F. Jane Cobia.* Engaging Stakeholders in Curriculum Development, *F. Jane Cobia.* Mentoring as a Bridge to Practice, *F. Jane Cobia.* Partnering for Customized Field Experiences, *F. Jane Cobia & Julia Hannah.* Partnership: The Heart of Leadership Preparation, *Ellen H. Reames & Susan Slear.* AU PACT Turnaround Curriculum, *Brittany M. Larkin, Susan E. Slear, & Lisa A.W. Kensler.* Building Capacity for Turnaround School Leadership through Intentional Mentoring, *Linda J. Searby & Brittany Duncan.* The Leading-Edge Model: Transformational Mentors Guiding Aspiring Leader Interns", *Diane T. Murphy & Deborah F. Quattlebaum.* PACT Evaluation, Design, and Project Outcomes, *Terry Cash.*

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