Challenging Educational Inequities with Students, Schools, and Communities

6th Annual Duquesne Educational Leadership Symposium

for further information contact us
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Agenda for the Sixth Annual Duquesne Educational Leadership Symposium

**Action, Advocacy, Research: Challenging Educational Inequities with Students, Schools and Communities**

**Tuesday, May 21, 2013**

5:00-6:00PM  Opening Reception in the Fides Shepperson Suite of the Duquesne University Power Center including conversations with Cohort members of the Professional Doctorate in Educational Leadership (ProDEL).

6:00PM  Opening Remarks—Power Center Ballroom

**Convener:** Jim Henderson, *Professor of Education, and Co-Director, UCEA Center for Educational Leadership and Social Justice*

**Welcome:** Olga Welch, *Professor of Education and Dean, Duquesne University School of Education*

**Presentation:** Eric Eshbach, *Superintendent, Northern York County School District, 2012-13 President of the Pennsylvania Association of School Administrators, and 2013 UCEA Excellence in Educational Leadership Award Recipient* by Michelle Young, *Executive Director, University Council for Educational Administration* and Dean Olga Welch

**Framing the Symposium:**

Gretchen Givens Generett, *Associate Professor of Education and Associate Dean, Duquesne University, and Co-Director, UCEA Center for Educational Leadership and Social Justice*

**Invocation:** Fr. Naos McCool, *Assistant Dean for Student Formation*

7:00PM  Dinner and Discussion

We will be pursuing discussions by table, led by our ProDEL doctoral students, regarding their problems of practice especially as those problems relate to and are informed by our UCEA Center’s Mission and Action Imperatives (see p. 5). We hope to lay the groundwork for examining and establishing the future agenda of the Center and DELS. On a “first-seated, first-served” basis, please sit at the table at which you have the most interest in terms of the problem of practice that is being discussed:
Pursuing Equity and Excellence for All: Examining Barriers to Schooling for Students of Color and Low Socio-economic Backgrounds: Shana Nelson and Nina Sacco, *Principals, Pittsburgh Public Schools*

The New Endangered Species: Community-Based Schools: Karen Ferrick Roman, *Media Relations Manager - Duquesne University*

Creating Leaders to Engage Student Learners in Dynamic Environments: Francine Endler, *Elementary Principal - Hollidaysburg Area (PA) SD*; and Bryan O’Black, *Director of Technology and Assessment - Shaler Area (PA) SD*


School Safety/Bullying and Educational Achievement: Dan Gittens, *Residence Life Cares Coordinator - Duquesne University*

Interest Convergence and the Challenges Facing Urban Educational School Leaders in the 21st Century: Jacqueline Roebuck Sakho, *Graduate Assistant - Duquesne University School of Education (CPED)*; Ronald Whitaker II, *Educator and Chapter Liaison for the National Association of Chief Diversity Officers in Higher Education (NADOHE)*; Tiffany Wilkins, *Graduate and Teaching Assistant - Duquesne University School of Education*

The Determinant of Students' Achievement in Tanzania: Fr. Peter Asantebwana, *Graduate Assistant - Duquesne University School of Education*

8:30PM Adjourn

**Wednesday, May 22, 2013**

7:30-8:30AM Breakfast in the Duquesne University Power Center Ballroom

8:30AM **Welcome:** Launcelot Brown, *Associate Professor of Education, and Chair, Department of Educational Foundations and Leadership*

8:45AM **Debriefing the Problems of Practice Discussions: What Might They Mean for DELS and the UCEA Center?** Rick McCown, *Professor of Education, and Director, Professional Doctorate in Educational Leadership (ProDEL)*; Jill Perry, *Research Faculty, Department of Educational Foundations and Leadership, and Program Director, Carnegie Project on the Education Doctorate*, and Gretchen Generett

We know that these problems may be important and the potential for improvement may be salutary but, if they do not fit with your personal and professional agendas, very little will happen. How can we overcome this effect? Moreover, what do these issues imply for the future of DELS and the future direction of the UCEA Center for Educational Leadership and Social Justice, given the Center’s Action Imperatives (see p. 5).

10:00AM Break

10:15AM **Using Improvement Science to Drive Improvements in High Leverage Problems of Practice: Discussion of ProDEL and CPED at Duquesne:** Rick McCown and Jill Perry
11:45AM  **University Greetings**: Ralph Pearson, *Provost, Duquesne University*

NOON  Lunch Buffet in the Power Center Ballroom

12:45PM  **Focusing on SAC Partnerships and Improvement Communities Addressing High-Leverage Problems of Practice**: Lina Dostilio, *Director, Academic Community Engagement, and Part-time Faculty Member, School of Education* and Erik Garrett, *Associate Professor, Department of Communication and Rhetorical Studies*. Dr. Garrett’s presentation is entitled, “Toward a Phenomenology of Urban Education: Action, Advocacy, and Reflexivity Research in Hazelwood.”

1:45PM  **Travel to the Hazelwood Partnership**

2:15PM  **Welcome and Tour**: Pastor Tim Smith, *Executive Director of the Center of Life; and Pastor of the Keystone Church of Hazelwood*

3:45PM  **SAC Partnership Panel Discussion** moderated by Lina Dostilio

From the Schools:  Fran Serenka, *Director of Pupil Services and Special Education, Montour Area Schools*, and Melissa Wagner, *Principal, Minadeo Elementary School, Pittsburgh Public Schools*

From the Academy:  Rodney Hopson, *Professor of Education*

From the Community:  Pastor Tim

5:30PM  **Wrap Up**: In anticipation of tomorrow morning’s proceedings, how does what we have seen, heard and learned today inform the future work of the UCEA Center for Educational Leadership and Social Justice?

6:00PM  Return to the Power Center (evening on your own except for a “homework assignment”)

**Thursday, May 23, 2013**

7:30-8:00AM  Breakfast Buffet in the Power Center Ballroom

8:00AM  **Framing the Morning**: Launce Brown

8:15-9:45AM  **Moving Ahead with the Agenda for DELS and the UCEA Center for Educational Leadership and Social Justice at the Duquesne University School of Education**: Gretchen Generett and Jill Perry

As our Network of Critical Friends, we seek your assistance in further developing our UCEA Center. What have we learned in this year’s DELS? What do we intend to implement when we return “home”? Based upon those two answers would you be willing to participate in a follow-up in the fall as a possible publishing opportunity? How might the Center support the possible research and practice initiatives identified earlier this morning? How might the upcoming UCEA meeting advance our work? What about AACTE and AERA? What is the agenda for the 7th Annual Duquesne Educational Leadership Symposium? Who should attend? We will also follow up with attendees with an online.

9:45-10:00AM  Break

10:00-10:30AM  **Institute for Educational Leadership** – An introduction to The Leaders for Today and Tomorrow/Los Líderes para Hoy y Mañana (LTT) Project presented by Lynda Tredway.

12:00PM  **Adjourn** (Box lunches— Available in the Power Center.)
UCEA Center for Educational Leadership and Social Justice

Identity
The University Council for Educational Administration (UCEA) Center for Educational Leadership and Social Justice housed within the Duquesne University School of Education is a collaborative enterprise among UCEA, the School of Education, and the School’s Department of Educational Foundations and Leadership. The Center’s Vision, Mission, Beliefs and Identity are shaped by the School of Education identity focusing on preparing educational leaders, providing scholarship for schools, and living the Spiritan tradition of caring. The Spiritans are the Congregation of the Holy Spirit—the Founders of Duquesne (http://www.duq.edu/mission/spiritans/index.cfm).

Vision
The UCEA Center for Educational Leadership and Social Justice aspires to be a community that is dedicated to identifying and eradicating conditions of social injustice in our schools and communities through enlightened and actionable scholarship, preparation and development of socially just educational leaders, and the encouragement of leader-practitioners in service of all students. We envision a future in which all young people will be accorded respect and will achieve success in schools and in their communities.

Mission
The Mission of the UCEA Center for Educational Leadership and Social Justice is to advance equity and excellence on behalf of young people, especially those who have been marginalized, mistreated, and neglected. This Mission will be accomplished by educators, community members, and academics working together to study, implement and continually assess educational systems, procedures and activities through the lens of socially-just and educationally-sound practices.

Beliefs
We believe that socially just leadership is the fusion of the mind, heart and spirit in the moment of action.

We believe that leaders impact the conditions of social justice and that the conditions of social justice impact the formation of the leader.

We believe that educational research only has meaning when put into action to positively affect the lives of kids.

We believe that educational leaders, when confronted with conditions of social injustice, must have the courage to risk personal comfort and safety to improve the lives of students.

We believe that socially just leaders systematically and intentionally interrogate themselves to continuously improve and understand personal biases, assumptions and prejudices.

Action Imperatives
We must identify and develop educational and community leaders who are committed to, and effective in eradicating conditions of social injustice that are experienced by any of our society’s young people.

We must pursue and promulgate research dedicated to testing and identifying best educational practices that will enable all young people to learn as much and as well as possible.

We must establish and maintain a dialogue among educational practitioners, community leaders, and university scholars regarding advancing equity and excellence in our schools and communities for all young people.

We must advocate for policy reform to ameliorate socially-unjust systems and processes in our communities, states and nation.