



## POLITICS OF EDUCATION ASSOCIATION

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### ANNOUNCEMENT

**PEA One-Day Conference:  
Stanford University  
In Honor of Michael Kirst's  
Retirement from Teaching  
April 6, 2006**

(See Page 12 for details and Page 13 for a Tentative Schedule of Events)

## Feature ~

### **The Reform Beat: Urban School Reform, Journalism, and Democracy**

**Dorothy Shipp**  
*Teachers College, Columbia University*

Reform is giving new shape to the organization of two separate systems in America: urban education and the media. The governance of many urban school districts is being reorganized to improve performance and enhance the public's view of its schools.<sup>1</sup> At the same time, the news media is witnessing a transformation that calls for major changes in journalistic practice.<sup>2</sup> A debate over the public's role in a democracy informs the options in

<sup>1</sup> Henig, J., & Rich, W. (Eds.). (2004). *Mayors in the middle: The politics of governance and urban school reform*. Princeton: Princeton University Press; Cibulka, J. G., & Boyd, W. L. (Eds.). (2003). *A race against time: The crisis in urban schooling*. Westport CT: Praeger; Howell, W. G., & Peterson, P. E. (2002). *The education gap: Vouchers and urban schools*. Washington D.C.: The Brookings Institution; Bryk, A. S., Shipp, D., & Hill, P. T. (1998). *Decentralization in practice: Towards a system of schools* (Research Report). Chicago: Consortium on Chicago School Research; Wong, K. K., Dreeben, R., Lynn, L. E., & Sunderman, G. L. (1997). *Integrated governance as a reform strategy in Chicago public schools* (Research Report). Philadelphia, PA: National Center on Education in the Inner Cities.

<sup>2</sup> Stepp, C. S. (July/August 2000). Reader friendly. *American Journalism Review* Retrieved December 10, 2005, from <http://www.ajr.org/article.asp?id=227>; Hancock, L. (2005, March/April). How are the kids? *Columbia Journalism Review* Retrieved December 11, 2005, from <http://www.cjr.org/issues/2005/2/hancock-kids.asp/>

each system. These parallel changes also have practical connections: the success of urban school governance reform depends partly on the public's access to credible, regular, and comprehensive information, a function the press helps provide.

Is reform that gives the public direct decision-making responsibilities covered differently by journalists than reform that expects the public to defer to experts and politicians? Do differences in journalistic coverage of the schools change the opportunities the public has to support, initiate or quarrel with school reform?

**(Continued on Page 3)**

#### MESSAGE FROM THE PRESIDENT:

BRUCE S. COOPER  
FORDHAM UNIVERSITY

This has been a busy, productive year for the Politics of Education Association as members have cooperated in producing publications and knowledge, programs and awards, new membership and important activities. We urge you to renew your membership or JOIN US FOR THE FIRST TIME! But be an active member and help us advance the effort to study, understand and improve the politics of education in the United States and beyond.

We have much to report...

First, our dedicated PEA Treasurer and membership chair, Lance D. Fusarelli (NC State Univ.), has continued to collect the dues for our members, to ship those who join/rejoin their copy of the *Yearbook* as a 5th issue of *Education Policy* and special issues of *The Peabody Journal of Education* on alternative years. Lance has also joined Jim Cibulka (Univ. of Kentucky) and me in putting together a proposal for the first PEA handbook, tentatively entitled, *Understanding the Politics of Education: Theory, Practices, and Reform*. The proposal has been well reviewed by both AERA and the publisher, Lawrence Erlbaum and Associates.

We're still waiting to hear from AERA

Second, Lora Cohen-Vogel (Florida State Univ.), our Association's Secretary, has continued to maintain and improve the PEA List-Serve and Web-site, sending out important messages to our members and keeping everyone informed. Together, Lora and her good colleague at FSU, Stacey Rutledge, co-edit this *Bulletin*, along with other notes and messages, including a useful Features and Perspective section. This *Bulletin* has a great theme, politics of education and the press—looking at the influence of newspapers, TV, and other media on school politics, the arena where much of the politics plays out and is reported. We thank Dorothy Shipp (Teachers College) for her excellent feature article in this issue.

Third, we recognize the work of John Fitz (Univ. of Cardiff) and his hardworking Publications Committee (Lisa Cuerars, Sage; Alfred Hess, Northwestern Univ.; Gerardo Lopez, Univ. of Indiana; V. Darleen Opfer, Ohio State Univ.; Marion Orr, Brown Univ.; Catherine Lugg, Rutgers Univ.; Boston College's Phil Altbach, *Education Policy*) for selecting the editors of two of our upcoming publications – our yearbook, published simultaneously as an issue of *Education Policy*, and a special issue of the *Peabody Journal of Education*, respectively. A proposal from Andrea Rorrer (Univ. of Utah) and Catherine Lugg (Rutgers Univ.) has been approved entitled, *Power, Education and the Politics of Social Justice* (PEA Yearbook 2006), and Katie Bulkley (Montclair State Univ.) will edit the 2007 yearbook on the politics of privatization. Cynthia Gerstl-Pepin (Univ. of Vermont) and Darleen Opfer (Ohio State Univ.) will co-edit the 2007 special PEA edition of the *Peabody Journal of Education* on the politics of the media and education.

**(Continued on Page 9)**

Feature~ *The Reform Beat...*  
(Continued from page 2)

This article will summarize some of the findings from a recent study analyzing educational journalism in two reforming cities, Chicago and Cleveland (the full study is forthcoming in the *American Journal of Education* this spring).<sup>3</sup> Each city adopted mayoral control of the schools after experimenting with decentralized governance processes; in theory, switching from a participatory form of public school governance to a representative one. Each city's schools were also served by two qualitatively different outlets for journalism on the schools: a mainstream press dependent on advertising revenue for survival, and a foundation-supported educational newsmagazine dedicated solely to the improvement of each city's school system.

The two types of reform variation in these cities—in school governance and journalism—encouraged us to explore how the press coverage a school system receives is affected by (and influences) the governance reform it pursues. Here, I provide a general background into the two reforms, discuss the findings from our study, and then turn to its implications and future areas of research.

### Variations in School Reform

Recent research initiated by political scientist, Clarence N. Stone demonstrates that even skillfully promoted and feasible reform agendas are insufficient to bring about urban school improvement; also required is *civic capacity*: “a broad [cross-sector] base of involvement along with a shared and durable understanding of public education as a major area of community concern and a high priority for action.”<sup>4</sup> More than a dozen

cities have been examined using his framework to understand the civic resources and coalitional commitments that sustain momentum for educational change.<sup>5</sup>

These civic resources and coalitional commitments can be organized by the type of governance reform (agenda) being pursued, and by its underlying vision of democracy. The reform of privatization envisions the public as a collection of individual consumers, each pursuing his or her preferences. Reforms that decentralize governance expect the public to participate in educational decision-making, ideally in small, face-to-face communities. Reforms that centralize view the public as dependent on experts and political authorities to make the complex educational decisions needed to improve schools.<sup>6</sup> Each has implications for the type of civic capacity needed to sustain reform momentum. Urban school governance changes are thus embedded in debates about how new structures of consumer, direct, or representative democracy can improve the performance of schools.<sup>7</sup>

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<sup>5</sup> *Ibid.*; Portz, J., Stein, L., & Jones, R. R. (2001). *City schools and city politics: Institutions and leadership in Pittsburgh, Boston, and St. Louis* (C. Schools, Trans.). Lawrence: University Press of Kansas; Henig, J., Hula, R., Orr, M., & Pedscaleaux, D. (2001). *Building civic capacity for school reform: Race, politics, and the challenge of urban education*. Princeton: Princeton University Press; Smith, S. S. (2004). *Boom for whom? Education, desegregation, and development in Charlotte*. Albany: State University of New York Press; Shipps, D. (forthcoming, 2006). *School reform, corporate style: Chicago 1880-2000*. Lawrence: University Press of Kansas.

<sup>6</sup> Herschman, A.O. (1970). *Exit, voice and loyalty: Responses to decline in firms, organizations, and states*. Cambridge: Harvard University Press; Gutmann, A. (1987). *Democratic Education*. Princeton: Princeton University Press; Henig, J. R. (1994) *Rethinking school choice: Limits of the market metaphor*. Princeton: Princeton University Press; Labaree, D. F. (2000). No Exit: public education as an inescapable public good. In Cuban L. & Shipps D. (Eds.) *Reconstructing the common good in education: Coping with intractable American dilemmas*. (pp110-129) Stanford; Stanford University Press.

<sup>7</sup> No child left behind act of 2001, 115 Stat. 1425 (2002); Ouchi, W. G. & Segal, L. G. (2003). *Making schools work: A revolutionary plan to get your children the education they need*. New York: Simon and Schuster; Fong, A. (2004). *Empowered participation: Reinventing participatory democracy*: Princeton University Press.

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<sup>3</sup> Shipps, D., Fowlkes, E., & Peltzman, A. (forthcoming spring 2006). Journalism and urban school reform: Versions of democratic decision making in two American cities. *American Journal of Education*.

<sup>4</sup> Stone, C. N., Henig, J., Jones, B. F., & Pierannuzi, C. (2001). *Building civic capacity: The politics of reforming urban schools*. Lawrence: University Press of Kansas, p.156.

Chicago and Cleveland have similarities in their recent school reform history that make them useful sites for our study: In response to a fiscal crisis in the schools, a black mayor in each city engaged a wide cross-section of constituents in a stakeholder process intended to jumpstart reform on behalf of the 80% of each system's students who were classified minority, low-income and low-performing.<sup>8</sup> These civic engagement processes subsequently faced resistance, and school performance was slow to respond. After about six years, state officials gave control of the schools to one individual—the mayor—whom they could hold accountable for improvements, and encouraged each city's mayor to support privatization.<sup>9</sup>

The two cities' political differences showed up in their respective civic engagement processes and in views of the public each reform assumed. Chicago's summit led to a 1988 law that created an elected, parent-dominated Local School Council (LSC). These local school boards were given the power to hire and fire the principal and oversee increased discretionary funds. LSCs manifest a participatory view of democratic governance, and were sufficiently structurally embedded to survive mayoral control.<sup>10</sup>

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<sup>8</sup> Chicago Public Schools. (2005). Iowa test of basic skills: Citywide results over time--1997-2004. Retrieved February 28, 2005, from [<http://www.chicagotribune.com/news/specials/chi-04hs/>  
<sup>9</sup> Shipps, D. \(1997\). The invisible hand: Big business and Chicago school reform. \*Teachers College Record\*, 99\(1\), 73-116; Rich, W. C., & Chambers, S. \(2004\). Cleveland: Takeovers and makeovers are not the same. In J. R. Henig & W. C. Rich \(Eds.\), \*Mayors in the middle: Politics, race, and mayoral control of urban schools\* \(pp. 159-190\). Princeton: Princeton University Press; Shipps, D. \(2004\). Chicago: The national 'model' re-examined. In Henig & Rich, \*Mayors in the middle\* \(59-95\).](http://research.cps.il.us/resweb/SiteServelet;Sylvan Learning Center. (2005, February 28 2005). Greatschools.Net. Retrieved February 28, 2005, from http://www.greatschools.net; Chicago Tribune. (2005). Illinois school report card: High school. Retrieved February 28, 2005, from</a></p></div><div data-bbox=)

<sup>10</sup> Bryk, A. S., Sebring, P. B., Kerbow, D., Rollow, S., & Easton, J. Q. (1998). *Charting school reform: Democratic localism as a lever for change*. Boulder, CO: Westview Press.

Cleveland's summits, although attended by more individuals, did not result in a direct governing role for the public. Instead, Clevelanders' opportunity to weigh in on school reform came through one up-or-down referendum vote after four years of mayoral control. This view of the public's role reflected representative, rather than direct, democracy.<sup>11</sup> Comparing educational journalism in these two cities allowed us to determine whether the role of the public assumed by reform influenced how journalists covered the schools.

### Types of Journalism

The press is currently undergoing its own transformation—emphasizing reader responsiveness, ethical dialogs in newsrooms, community engagement, and stories written from the ordinary citizen's perspective. Such reforms—referred to as *public* journalism—are intended to create opportunities for reengaging a distant public in democratic institutions (a goal first set by to John Dewey) as well as to boost readership.<sup>12</sup> Public journalism is counterpoised to three other styles of reporting and editorial decision-making: *advocacy*, *market*, and *trustee* journalism.

Advocacy journalism unites editorial and news coverage, consistently adopting one perspective to characterize the patterns of public life and to make sense of the authorities' actions.<sup>13</sup> Market journalism mirrors a target audience's expectations and sustains its prejudices because the news serves as a marketing tool to attract

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<sup>11</sup> Rich & Chambers. Cleveland.

<sup>12</sup> Stepp, C. S. (July/August 2000). Reader friendly. *American Journalism Review*. Retrieved December 10, 2005, from <http://www.ajr.org/article.asp?id=227/>; Hancock, L. (2005, March/April). How are the kids? *Columbia Journalism Review*. Retrieved December 11, 2005, from

<http://www.cjr.org/issues/2005/2/hancock-kids.asp?/>; Dewey, J. (1927/1954). *The public and its problems*. Athens, OH: Swallow Press/Ohio University Press. (Reprinted in 1954).

<sup>13</sup> Carey, J. (1999). In defense of public journalism. In T. L. Glasser (Ed.), *The idea of public journalism* (pp. 49-65). New York: Guilford; Leonard, T. C. (1999). Making readers into citizens: The old fashioned way. In T. L. Glasser (Ed.), *The idea of public journalism* (pp. 85-96).

advertisers.<sup>14</sup> Trustee journalism is characterized by professed neutrality in reporting on a *beat*: an institutional arena dominated by a group of official sources, whose motives trustee journalists occasionally reveal through investigative reporting.<sup>15</sup> Each style of journalism makes different assumptions about the public's role in a democracy; as such, each also has distinct implications for the civic capacity that a city needs to reform its schools.

The debates among communications theorists rest on views of journalists' practice: should they serve as the trustee for a distracted public incapable of directly overseeing its elected officials (trustee), provide a demographic niche of readers the information needed to choose among politicians and schools (market), or report all sides of educational controversies and encourage the public to influence issues upon which it does not vote (public)?<sup>16</sup> Just as urban school reformers have embraced successive change agendas in the past two decades, so too, have urban journalists tried out different styles of journalism.

In addition to being home to at least one large market newspaper, both Chicago and Cleveland have been experimenting with a new type of education journalism that appears to embrace public journalism. According to its lead editor, *Catalyst* has a distinct style of journalism: "There is a sort of a *Catalyst* way of reporting and approaching things, which, in many ways, distinguishes it from other media. One [element] is looking at the research...The [other elements are] looking around

for other examples and models, and actually going into schools."<sup>17</sup>

In our pilot study we coded a total of 2,476 news articles, features, and editorials from the major newspaper and *Catalyst* in each city, and interviewed these outlets' five education editors about their journalistic goals and responses to specific reform activities.<sup>18</sup> The major daily newspaper was compared to *Catalyst* for the years of 1999-2003 to discover any journalistic differences between market-dependent and foundation-funded media. Thirteen years of Chicago's *Catalyst* coverage (1990-2003) were analyzed to uncover any differences pre- and post-mayoral control.<sup>19</sup> We also contrasted each city's media coverage to determine if the local reform strategy was an independent influence on journalistic style. Below I outline some findings that point to a new research agenda.

### Few Answers, Many Questions

The major daily newspapers barely covered urban education—their education reporting was about 3% of the news—encouraging us to focus on *Catalyst* in our analyses. But we nonetheless found that neither the daily newspaper nor *Catalyst* editors identified market or advocacy journalism as a motivating style. Moreover, articles coded as advocacy and market journalism were too few to reliably analyze. Instead, both media outlets used a mix of trustee and public journalism; their respective sources of funding mattered less than we anticipated.

Education coverage oscillated between trustee and public journalism in ways that reflected political differences between the two cities: the view of the public inherent in each city's civic engagement processes and the view of the problem underlying its reform strategy.

<sup>14</sup> Lamont, P. (2005). *The rise of the Indian rope trick: How a spectacular hoax became history*. New York City: Thunders Mouth Press; Hamilton, J. T. (2004). *All the news that fit to sell: How the market transforms information into news*. Princeton: Princeton University Press.

<sup>15</sup> Lippmann, W. (1922/1997). *Public opinion*. New York: Simon & Schuster (Reprinted in 1997); Campbell, C. C. (1999). Journalism as a democratic art. In T. L. Glasser (Ed.), *The idea of public journalism* (pp. xiii-xxix); Carey. In defense of public journalism.

<sup>16</sup> Dewey, *The public and its problems*; Rosen, J. (1996). *Getting the connections right: Public journalism and the troubles in the press*. New York: Twentieth Century Fund; Rosen, J., & Merritt, D. (1994). *Public journalism: Theory and practice*. Dayton OH: The Kettering Foundation.

<sup>17</sup> Interview with editor by author, December 12, 2003.

<sup>18</sup> The names of the newspapers are withheld to honor the request for anonymity by two of the editors.

<sup>19</sup> Cleveland *Catalyst* did not begin publication until after mayoral control was begun.

We found more evidence that civic mobilization processes shaped journalistic style than the other way around. Broad civic forums encouraged public journalism, and these forums benefited, in turn, from public journalism. Beyond that, Chicago's LSCs served as an audience for the public journalism produced by *Catalyst* (significantly more than the daily newspaper). LSCs and *Catalyst* nurtured each other for six years.

Cleveland, on the other hand, consolidated its citywide summit into an elite conclave within a few years, depriving that city's *Catalyst* of a similarly grassroots audience. Consequently, Cleveland's *Catalyst* more often addressed educators and citizens on behalf of the school's CEO and other system-wide authorities. Overall, Cleveland's *Catalyst* reported diverse opinions, an aspect of public journalism, less often than did Chicago's.

Mayoral control was strongly associated with trustee journalism, especially its reliance on authoritative sources. This relationship was partly driven by limitations: *Catalyst* reporting was constrained by a city hall intent on managing the news and expert at doing so. For example, one schools CEO routinely announced new initiatives through last minute phone calls, leaving journalists little time to seek grassroots responses.

But the association also reflected editors' decisions. After mayoral control, city hall became a more frequent source of schools information—albeit with no real increase in investigative reporting—because *Catalyst* editors believed the public would otherwise lack sufficient information about the mayor's intentions and the CEO's programs.

Although based on a large sample of coded articles and lengthy interviews, our findings are not conclusive; instead they suggest general relationships that may hold elsewhere. As important, they helped us develop a model for future research and new questions to pursue: How does the content of school reform coverage interact with its style? When reform rests on the support of

broad coalitions, can any style of journalism engage all coalition partners? Are reform options we did not study—state takeover, vouchers, charters, and other varieties of site-based management—also associated with a particular view of the public? We also wonder if interactive Internet formats might change the opportunities for democratic participation and hence the staying power and efficacy of reform.

Examining the relationship between the schools and the press coverage they receive can go beyond the attribution of bias, accuracy, or influence. The extent of congruence between reform strategies and the forms of journalism used to convey them may be a way to ascertain the role of democracy in emerging school governance structures.

*Dorothy Shippo is an assistant professor and coordinator of the Leadership, Policy, and Politics concentration at Teachers College, Columbia University. She is the author of the forthcoming School Reform, Corporate Style: Chicago, 1880-2000 (University Press of Kansas, 2006).*



**OF INTEREST...**

*Please send updates on your publications, agency reports, grants, and promotions to Kyle Ingle, Managing Editor at [wki02@garnet.acns.fsu.edu](mailto:wki02@garnet.acns.fsu.edu)*

Congratulations to Kevin R. Kosar on the publication of his book, *Failing Grades: The Federal Politics of Education Standards*. Dr. Kosar is an Analyst in American National Government at the Congressional Research Service in Washington, DC. A synopsis of his book is available at: <http://www.kevinrkosar.com/Failing-Grades.html> . A discount of 40% off is available to PEA members. Please contact the author at [kkosar@sprynet.com](mailto:kkosar@sprynet.com) for details.

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Elizabeth DeBray has written a legislative history of the most recent ESEA reauthorization. In *Politics, Ideology & Education: Federal Policy during the Clinton and Bush Administrations* (Teachers College Press, 2006), DeBray draws on interviews with aides to members of the House and Senate education committees as well as members of interest groups to investigate how partisanship and ideology shaped the proposals and political process that culminated in the passage of NCLB. To order, visit: <http://store.tcpres.com/0807746673.shtml>

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David N. Plank will be leaving Michigan State University at the end of 2006 to become Executive Director of PACE, based at Berkeley. In the meantime, he is on leave in Paris. Congratulations, David.

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Lora Cohen-Vogel (Florida State University) and her husband Dan are pleased to announce the birth of their second son, Benjamin August, on October 18, 2005.



Look for Melissa Marschall's piece on education and immigration in the Spring edition of the PEA Bulletin

## PEA ANNOUNCES NOMINATIONS FOR PRESIDENT AND TREASURER

The PEA's Nominations Committee (chaired by Janie Clark Lindle of Clemson) must offer a ballot for President and Treasurer, as well as two at-large members of the Executive Committee, at PEA's next meeting held in conjunction with the annual meeting of the American Educational Research Association. The incumbent President and Treasurer are eligible for re-election, but in the spirit of full political participation, the Nomination Committee solicits nominations from among PEA members for these offices.

### POSITIONS DESCRIPTIONS

Nominations for the President of the Politics of Education Association should be made for an outstanding leader to serve a 2-year term, April 2006 to April 2008, to be elected at the PEA meeting at AERA. This candidate should be an active scholar in the field who has ideas for building the PEA. Responsibilities include appointing committees to serve on the Awards Committee, Program Committee, Publications of Yearbooks Committee, conference committee if planned, and should work hard to maintain a close relationship with AERA and Division L--Policy and Politics.

Nominations for Treasurer of PEA should be made for an outstanding leader and organizer, to serve a 2-year term, April 2006 to April 2008, to be elected at the AERA meeting of PEA. The Treasurer's responsibilities include keeping the bank account for the association; communicating with AERA to receive membership names and dues; keeping the Membership List for PEA; distributing the yearbooks for those who pay their dues; and joining the President and Secretary as the Executive Committee of PEA. Most members join and re-join PEA through the AERA membership process, so the Treasurer is in constant contact with relevant AERA staff.

The two at-large members of the Executive Committee support the work of the President, Secretary, and Treasurer. They help determine the direction of PEA's projects and committees.

Please note that nominations will also be accepted from the floor at the time of the meeting; however, it's helpful to prepare ballots before the meeting. To ensure the name is on the ballot rather than a from-the-floor write-in, please complete the following information no later than April 3, 2006:

**Name of Nominee:**

**I am nominating the above person for the position of (indicate President, Treasurer or at-Large Member)**

**Nominee's Work/Institutional Affiliation:**

**Nominee's email:**

**Nominee's phone #s:**

**Your Name:**

**Your Work/Institutional Affiliation:**

**I have discussed the nomination with the nominee (Yes/No).**

**I discussed this nomination with the nominee on the date of:**

(Note: we'd prefer that you have your nominee's consent before the committee makes its follow-up contact.)

Please email this information to the Nominations Committee Chair Jane Clark Lindle before April 3, 2006 at [jlindle@clemson.edu](mailto:jlindle@clemson.edu)

## AWARDS COMMITTEE REPORT

DOROTHY SHIPPS

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

As this edition of the Bulletin goes to press, the PEA Awards Committee is completing its first round evaluation of 14 nominations for the Outstanding Dissertation in the Politics of Education. This strong group is intellectually and geographically diverse, nominated by faculty sponsors with home disciplines in both political science and education, and representing a broad

range of institutions: University of California, Berkeley and Santa Barbara; University of Wisconsin, Madison; University of Michigan, Ann Arbor; Michigan State; Teachers College, Columbia University; University of Louisiana; University of Texas, Austin; Texas A&M; and Arizona State University. The methods used span discourse analysis to network analysis, including pooled time series, single case studies, interpretative history, and meta-analysis. Topics encompassed the politics of early childhood education, ethnic representation on school boards, reading reform coalitions, NCLB effects, school finance, equity, conceptions of discipline and accountability, special education, "whiteness," student agency, merit scholarships, charter schools and democratic governance. Many thanks to every sponsoring faculty member and to each of the applicants for making the task of selecting among them especially challenging and rewarding this year.

All six members of the committee – Eric Freeman, Bonnie Fusarelli, Hanne Mawhinney, Douglas Mitchell, Jim Cibulka and I – read each of the faculty nomination letters and each student's application and abstract in our first round of deliberations. After rating them on aspects like the extent to which they reflect issues central to the politics of education, and the match between the methods chosen and the problem identified, we are deliberating about which will become our finalists. By the time you read this report, we expect to be discussing the finalists whose dissertations we will have come to know well. The spring issue of the PEA Bulletin will announce the honored recipient(s) of our Outstanding Dissertation in the Politics of Education.

In addition to the yearly Outstanding Dissertation Award, we have several honors for which we solicit nominations every other year, or in some cases, every third year.

Douglas Mitchell has received 15 nominations for the Stephen K. Bailey Award (from ten nominators). The Bailey Award is an honor given about every three years to a scholar who has shaped the intellectual and research agenda of the field. Doug is currently soliciting formal nominating letters for each nominee and compiling a library search of each nominee's publications. The

awards committee will review these packets in mid-January.

Next year, Hanne Mawhinney will solicit nominations for the Roald Campbell Award for bridging the gap between scholarship on the politics of education and political process. James Cibulka will also solicit nominations next year for the David Colton Award for members making a distinctive contribution to the development of the Politics of Education Association.

We plan to honor all this year's award winners at our PEA meeting at AERA in San Francisco. See you there.



*Message from the President*  
(Continued from Page 2)

Fourth, Danielle LeSure (Michigan State University) is well-established as the first PEA Fellow at the US Conference of Mayors in Washington, DC, where she is working with our great supporter and adviser, Fritz Edelstein. I paid a visit to the US Conference and talked at length with Fritz and Danielle, and was envious of the great opportunities that Danielle has in working in the heart of the Nation's Capital, learning the politics of education on a daily basis at Fritz's side.

Fifth, we're working to hold a national conference next fall in Washington, DC, on developments in educational politics. Patrick Wolf, with support of his Dean at Georgetown University, is coordinating a Planning Committee comprised of Mary Futrell and Carolyn Brown at George Washington University, and Hanne Mawhinney at the University of Maryland, among others. Further, we are please to have support for this conference from Carolyn Herrington, the new Dean of Education at the University of Missouri-Columbia. We welcome ideas for co-sponsors, participants, visits, and panels.

PEA is co-hosting a meeting at Stanford University on April 6, 2006 as an "offshore mini-conference" to, in part, test interest in such gatherings. If we get a strong turnout for the

offshore meeting before AERA at Stanford, we'll push ahead with a 2-day meeting in Washington, DC, next year; so let us know what you think!

It will also be a day-long tribute to Dr. Michael W. Kirst, celebrating his retirement and career. Mike, a long and distinguished member of PEA and a former PEA president, is retiring from Stanford but not from being an active scholar and presenter. We will hold some PEA paper presentations and discussions that morning, have lunch, and then attend panels on federalism and local politics, organized by Mike, plus a "roast" of his career. Mike has also agreed to be our special speaker at the PEA Business Meeting in San Francisco at AERA, being held between April 7 and 11 (we'll let you know when AERA makes the date and time decisions). See you there!

Sixth, we continue to define and strengthen our relationship with AERA and particularly with Division L—Politics and Policy. Carolyn Herrington, Division L Vice President, has worked closely with us to share ideas and efforts, and we thank her for her work. If you have ideas for building our Special Interest Group (SIG), within AERA and outside it, please pass them along to me ([bscooperph@aol.com](mailto:bscooperph@aol.com)).

Seventh, we are currently reviewing nominations for the PEA awards, including the Outstanding Dissertation Award. Dorothy Shipp (Teachers College, Columbia Univ.) chairs the Awards Committee, which includes Eric Freeman (Georgia State Univ.), Bonnie Fusarelli (N.C. State Univ.), James Cibulka (Univ. of Kentucky), Douglas Mitchell (Univ. of California, Riverside), and Hanne Mawhinney (Univ. of Maryland). We want to thank everyone on this committee for sharing the responsibilities of chairmanship and for all their hard work this year!

Eighth, John Sipple (Cornell Univ.) has done a terrific job putting together the PEA Program at AERA. This Division L session has become a tradition, indicating the long-lasting cooperation between our SIG and Division L. We are hoping that Division L will include the PEA

Yearbook session in its bylaws and procedures so we'll keep this slot available to highlight our yearbook of the year. Thanks to John and his committee for all their hard work.

Last, but hardly least, PEA is planning a process for exploring and improving the teaching of the politics of education. This work begins with a session, chaired by Katie McDermott (Univ. of Massachusetts) at AERA in April 2006 in San Francisco where researchers and scholars will demonstrate the best teaching techniques. Further, this committee will collect course syllabi, reading lists, course assignments, materials, scenarios, role-plays, and make them available to members. So if you have ideas on how to teach our subject of education politics better, and would like to participate in PEA's efforts in this direction, please let me know soon.

We are well into this school year, and have much to be thankful for: our members, ever loyal and dedicated; our leaders who keep the many programs, publications, awards, and activities going; and our field which continue to draw your attention and scholarship.

**Bruce S. Cooper**  
 President, PEA,  
 Fordham University, NYC



**MESSAGE FROM THE TREASURER:**  
 LANCE FUSARELLI  
 NORTH CAROLINA STATE UNIVERSITY

**Account Balances**

PEA Private Checking Account Balance (as of Oct. 31, 2005)	\$4,766.99
AERA Checking Account Balance (as of June 30, 2005)	\$7,285.00
<hr/>	
Current Balance (as of October 31, 2005):	\$12,051.99

**2005 Major Expenditures (to date):**

\$2,198.00 – yearbook purchases  
 \$221.39 – cost of mailing yearbooks - postage

**Financial Growth – 3 Year Analysis**

BALANCE as of November 1, 2003:	\$6,477.29
BALANCE as of October 29, 2004:	\$9,457.28
CURRENT BALANCE as of October 31, 2005:	\$12,051.99

If you have any questions about this statement or your membership status, please email me at [fusarelli@hotmail.com](mailto:fusarelli@hotmail.com)



**PROGRAM CHAIR REPORT**  
 JOHN SIPPLE  
 CORNELL UNIVERSITY

The PEA SIG received twelve proposals this year. These proposals were reviewed by thirty-five reviewers, resulting in most proposals being reviewed by four different people. Four paper and three paper discussion (formerly roundtables) proposals were accepted for presentation for April's AERA meeting. In addition, one symposium was accepted that will focus on teaching the politics of education. Finally, we are very happy to announce that the annual business meeting will have an added feature this year. Michael W. Kirst of Stanford University will be giving a talk entitled, "The Evolution of Education Politics: A 45-year Perspective." This business meeting will take place on Sunday evening, April 9th, 2006. Please mark your calendars and plan to attend.

Below are the AERA 2006 sessions for PEA:

**PEA Business Meeting**

*Presiding:* President, Bruce S. Cooper, Fordham University; Secretary, Lora Cohen-Vogel, Florida State University; & Treasurer, Lance D. Fusarelli, NC State University.

*Speaker:* Michael W. Kirst, Stanford University.  
*Presentation:* "The Evolution of Education Politics: A 45-year Perspective".

***Teaching the Politics of Education  
Interactive Symposium***

The "politics of education" poses challenges for the design and delivery of courses. This interactive symposium will provide an opportunity for scholars to share effective approaches to teaching courses on the politics of education. Six brief panelist presentations will be followed by ample time for discussion, either as a large group or in small groups depending upon which approach is appropriate for the number of people attending.

The panelists are all faculty members at different institutions, at varying stages of their careers.

- Kathryn McDermott, University of Massachusetts-Amherst
- Bruce Cooper, Fordham University
- Elizabeth DeBray, University of Georgia
- Lance Fusarelli, North Carolina State University
- Gregg Garn, University of Oklahoma
- Betty Malen, University of Maryland

***Research on the Politics of Education:  
Contemporary Issues and Methods***

**Paper Session**

*Chair:* John W. Sipple, Cornell Univ.

*Discussant:* Gail Sunderman, The Civil Rights Project, Harvard University.

- *Private Interest Versus Public Good: Shifting Definitions in Policy and the Politics of Education*, Stephen Crump, Univ.

of Sydney; Roger Slee, McGill Univ.

- *The Politics Behind the Myth That Mayoral Control Improves Test Scores*, Luis Hernandez, Teachers College, Columbia Univ; Daekwon Park, Teachers College, Columbia Univ.
- *Mayoral Control: Shifting the Definitional Process?* Elisabeth Thurston, Teachers College, Columbia Univ; Jessica Simon, Teachers College, Columbia Univ.
- *From the Penal Colony: Politics and the Kentucky Portfolio*, David Carlson, Hunter College/CUNY.

**Politics of Education Paper Discussions**

- *How Do Low-Performing High Schools Reorganize in the Face of High-Stakes Accountability Policy?* Margaret Reed, Univ. of Pittsburgh
- *Harm-Related Political Activism in Education Politics*, Tiina Itkonon, CSUCI.
- *Untangling the Politics of Social Promotion*, Christopher Brown, Univ. of Texas-Austin.

**PEA OFFICERS**

Bruce S. Cooper	President
Lora Cohen-Vogel	Secretary
Lance Fusarelli	Treasurer

**PEA Offshore Conference: Stanford University  
In Honor of the Retirement from Teaching of Michael Kirst  
April 6, 2006 (prior to AERA)**

DEAR PEA MEMBERS:

We are planning a pre-AERA meeting of the Politics of Education Association as an "offshore" conference at Stanford University (just an hour away from AERA host city, San Francisco) on April 6, 2006. (The AERA annual meeting begins on April 7.) This day will be devoted to a retirement celebration for Stanford Professor Michael W. Kirst, one of our former PEA presidents (twice), and a valued member of our organization.

Beginning at 10:00 a.m. (See page 14 for schedule) on the morning of April 6, 2006, PEA is sponsoring a sessions in Mike's honor. The afternoon will then consist of two more presentations by panels formed by Mike, so stay for lunch and the afternoon sessions and festivities complete with a "roast" of Kirst (roasters should email Bruce at [BSCOOPERPH@aol.com](mailto:BSCOOPERPH@aol.com)). This will be a special time for PEA to gather and mark a great contributor to our field and association.

To register (affirmations only), contact Janice Hansel, the Conference Coordinator at [janice.hansel@mail.utexas.edu](mailto:janice.hansel@mail.utexas.edu) by February 15. In your email, please also indicate whether you want to pay for a spot on a chartered coach to San Francisco after the conference on April 6.

### **Details**

A conference rate for lodging has been negotiated with the Stanford Terrace Inn for Tuesday night, April 5 ([www.stanfordterraceinn.com](http://www.stanfordterraceinn.com) 531 Stanford Avenue, Palo Alto, CA 94305, ph: 800 729 0332 or 650 857 0333). Those desiring a room should call the inn directly. The rate is \$140 single or double occupancy with breakfast included (Queen bed, \$5 more for King beds); free Internet Access, heated pool, workout room. Just mention that you are attending a conference at Stanford University, School of Education in honor of Mike Kirst and that should secure your reduce rate for the evening of April 5.

There is no registration fee for the conference. Participants may be asked to pay for the costs of a box lunch and cocktails.

We hope to see you there!

THE POLITICS OF EDUCATION ASSOCIATION  
ONE DAY CONFERENCE  
APRIL 6, 2006  
STANFORD UNIVERSITY, PALO ALTO  
(Tentative Schedule)

## Symposium on Educational Policy and Politics: A 42-Year Perspective

*In Honor of Professor Michael W. Kirst's Retirement from Teaching*

Date/Location: Note that date is the day before AERA opens in San Francisco. Event to be held on Stanford campus. Exact location to be determined.

10:00 am Convene PEA Program - Morning Session. Welcome by PEA President Bruce Cooper.

10:10 am Michael Kirst and the Politics of Education Subfield. Remarks by Jacob Adams (University of Washington and Kirst student)

PEA Sponsored Panel: Major Change in Institutional Arrangements for Urban School

10:30 am -12:30 pm Governance: Is This the Start of Something Big?

Panelists (Tentative): William L Boyd (Pennsylvania State University), Charles Kerchner (Claremont Graduate University), David Menefee-Libey (Pomona College), Dorothy Shipps (Teachers College), Jolley Christman, Eva Gold, Elizabeth Useem (Research for Action), Katrina Bulkley (Montclair State University), Norm Fruchter (Institute for Education and Social Policy), Jane Hannaway (The Urban Institute)

\*\*\*\*\*

12:30 pm Box Lunch and Beverage

1:15 pm Introductions, remarks, commentary by Stanford Dean Deborah Stipek

Panel I: The Federal and State Role in Education Policy

1:30-2:45 pm Discussion Leaders: James Guthrie (Vanderbilt University), Chris Cross (Former Assistant Secretary of Education for Research), and Reed Hastings (Former President, California State Board of Education; CEO, Netflix)

Panel II: Local School Policy and Politics

3:00-4:15 pm Discussion Leaders: Pat Forgione (Austin Schools) and Barak Ben Gal (Oakland Unified). Closing remarks by Mike Kirst.

4:15-6 pm "Toast and Roast" Reception

Politics of Education Association  
Membership Application  
(Complete only if you are not a member of AERA)

*Name (please print):* \_\_\_\_\_

*Title:* \_\_\_\_\_

*Affiliation:* \_\_\_\_\_

*Address:* \_\_\_\_\_

*Phone:* (    ) \_\_\_\_\_

---

*Email Address:* \_\_\_\_\_

YOU MUST INCLUDE YOUR EMAIL ADDRESS IN ORDER TO RECEIVE THE *BULLETIN*.

Enclosed please find a check to PEA for \$30 for full, one-year membership

**Send to:**      **Lance D. Fusarelli, Associate Professor and Coordinator**  
**Educational Leadership Program**  
**Department of Educational Leadership & Policy Studies**  
**608N Poe Hall**  
**North Carolina State University**  
**Raleigh, NC 27695-7801**

## POSITION ANNOUNCEMENTS

The University of Texas at Austin  
College of Education  
EDUCATIONAL ADMINISTRATION DEPARTMENT  
ASSISTANT/ASSOCIATE PROFESSOR

The College of Education at the University of Texas at Austin invites applications to join the faculty of the highly ranked Department of Educational Administration who are committed to preparing school leaders who themselves are committed to equitable education of all children. Position will begin September 2006.

Candidates are required to have an earned doctorate in educational leadership, educational administration, educational policy, or related social sciences. Candidates should demonstrate a capacity for excellence in teaching, research and publication, doctoral advising, and professional service. Candidates should have evidence of or potential for excellence in graduate teaching in the following areas: educational policy, planning, leadership; and in an educational foundation area, such as politics, economics, sociology, or organizational studies. The focus of these professional activities ideally should be preK-12 or preK-16 administration and leadership that advances learning and expands educational opportunity for all students. For a full position description, go to: [http://www.facultyjobs.utexas.edu/potential/view\\_job.cfm?jobID=444](http://www.facultyjobs.utexas.edu/potential/view_job.cfm?jobID=444)

### Faculty Position in K-12 Education Policy Peabody College, Vanderbilt University

The Department of Leadership, Policy and Organizations (LPO) of Peabody College, Vanderbilt University invites applications for a senior faculty position (Associate/Full Professor) in K-12 education leadership and policy. Candidates should have an established program of research, a track record in securing external funding, a commitment to excellence in teaching and an interest in working collaboratively with other faculty and students. While open as to the disciplinary background of a candidate, the department seeks a colleague whose teaching and research addresses relationships among education policy, leadership and learning and teaching in K-12 schooling.

Review of applications will begin on January 9, 2006. We will continue to consider new applications until the position is filled. For a full position description, go to: <http://peabody.vanderbilt.edu/searches/p014.htm>

*Politics of Education Association Bulletin* is an official publication of the Politics of Education Association (PEA) and is published three times per year. We encourage authors to submit essays on topics of interest in school policy and politics to the co-editors:

**Lora Cohen-Vogel and Stacey Rutledge**  
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