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## Educational Leadership Back to the Future

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## ***Educational Leadership Back to the Future***

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There is no doubt that our discipline as well as our programs are under fire and involved in the largest wave of change in history. This issue of *School Leadership Review* offers brief discussion as we work together as a discipline.

In the first article, we celebrate as the **Texas Council of Professors of Educational Administration (TCPEA)**, an affiliate of the National Council of Professors of Educational Administration (NCPEA), takes its first policy position as an organization that enhances its role and influence as Texas contemplates changes in principal and superintendent preparation program over-site policy. Specifically, the position statement outlines how high-quality preparation programs should meet the observation requirements of field-based activities. Several technology formats are advocated such as video conferencing, Google + video chat, Skype, webinars, SMS text messaging. Current policy presents numerous challenges in light of the electronic and information age.

Following the policy discussion, our colleagues offer their latest research:

**Jonathon Archer, Alison Child, Sharon Covaciu, and Chad DeYoung** submit their article “*Effective Instructional Tools or Costly Distractions: An Examination on the Effective Implementation of Technology in the Classroom.*” In it they provide numerous insights they have identified as part of their comprehensive field research.

In *Leadership for the Long-Haul: The Impact of Administrator Longevity on Student Achievement*, **Sean Kearney, Albert Valadez, and Larry Garcia** describe the impact of principal turnover and its relationship to student test scores. They use correlational analysis and find administrators’ longevity highly correlated with elementary students’ success. Additionally, the authors find that teachers’ years of experience, student attendance, and socioeconomic status are significantly related to student achievement.

**Bret G. Range and Dorothy Jean Yocum** offer their article *Connecting Response to Intervention and Grade Retention: Implications for School Leaders*. In it they provide implications for school leaders with an argument that higher quality RTI leads to less need for grade retention. The authors describe different levels of Tiers for RTI and specifically targeted interventions for elementary and secondary level of students. Additionally, they provide examples from two states and three school districts showcasing the effectiveness of RTI. Implementation strategies for the RTI are also provided.

**Ralph Marshall** provides a summary of the principal preparation program redesign as experienced in Illinois in his article *Principal Preparation Program Redesign: How Universities May Be Required to Redesign Their Programs*. He further draws connections with the current redesign in Texas. The author asserts that the new principal preparation programs will need stricter requirements for internships as well as submitting proposed revisions to the Higher Education Coordinating Board in Illinois. The author asserts a majority of redesign requirements were drawn from Wallace Foundation funded research.

Next, **Robert Thiede** produces his study entitled *Student Perceptions of Online Courses for School Administrators* where he discusses the impact of online instruction from a student vantage point.

Finally, the journal presents the winning manuscripts from the 2011-2012 TCPEA Graduate Research Exchange submitted by **Dina L. Rowe**. She honors one of our colleagues in her piece *Democracy and Education: The Philosophy of Theorist Carl D. Glickman*.

We hope you will enjoy this issue of the journal. We are pleased to provide new and insightful research and discussion on the ongoing change in our discipline as we continue Back to the Future!

Have a wonderful new academic year!

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Guest Editor

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