

Leaders FORUM

Summer 2012

Thank You for Another Successful Year for MASA

Someone once mentioned to me that it was her experience that the older one got, the faster the school year seemed to go by. If that axiom is true, then I must be getting pretty old because this year has simply seemed to fly by. It seems like just yesterday that I was beginning my term as MASA President and so suddenly the year is already complete. I believe that MASA has had another successful year and continues to be recognized as the “pre-eminent voice for public education” in Minnesota. Our success as an organization is due to the efforts of so many people involved with our organization and I would like to thank them.



Kelly Smith
MASA President and
Superintendent
Belle Plaine Public Schools

Our business partners are a valuable part of our organization, providing opportunities for better services within our local school districts and providing financial support to our organization. Thank you to all our business partners for the support they have provided to MASA during this past year.

Our organization would not be effective without quality staff running the day to day operations at MASA headquarters. We are blessed to have talented, dedicated and committed employees in Mia Urick, Stephanie Kastanos, Jeanna Quinn Vohnoutka, Deb Larson and Aimee Ranallo. Thanks to each of them for the great work they do in supporting the activities of our organization.

We entered this year with a new executive director in Gary Amoroso and I believe that we end this first year with an executive director who has already proven to be an excellent choice as our leader. Gary has worked diligently to communicate with all members and component groups within the organization, has represented us well during the legislative session and has helped to set forth a blueprint for the future of our organization through

our strategic planning process this past fall. Thanks for your leadership to our organization Gary!

Finally, thank you to all of our MASA members. The core strength of our organization is the active participation of all our members in various MASA committees or other initiatives. Thank you for being willing to share your valuable time with MASA in an effort to improve and grow our organization.

It has been a privilege to serve MASA and all of its members as president this past year. I will forever be grateful for the opportunity to serve our great organization in this capacity. As we conclude the 2012 school year and enter the summer season, I hope that each of you will take the time to get away for some well-deserved rest and relaxation. Have a great summer everyone!

What's Inside

- 2 **Leaders' Notes**
One in the Books
- 3 **Leader's Toolbox**
Blurring District Borders...
- 5 **Legislative News**
Legislative Wrap-Up
- 6 **Special Education**
A Look at Anoka-Hennepin's PCIT
- 11 **Legal Issues**
Recent Court Decisions of Interest to Public Schools
- 14 **Curriculum Corner**
Curriculum Leadership for Cross-Content Collaboration
- 15 **Transitions**
Election Results & On the Move
- 16 **Point of View**
From a Leader's Perspective-Teacher Evaluations
- 19 **InvestMN**
Schools Aren't What They Used to Be
- 20 **Professional Development**
MASA & Whitewater Learning Partner to Provide Online Professional Development
- 21 **2013 AMLE Conference is Headed to Minneapolis**
- 22 **CSI-MN...**
- 23 **Mark Your Calendars! 2nd Annual Legends Conference**
- 25 **News from the Field**
BOSA Fee Change...
- 26 **Summer Vacation**
Vacation from Learning...
- 27 **Foundation News**
Executive Forum Discusses CCSD Growth Model
- 28 **Calendar of Events**

LEADER'S NOTES

One in the Books

It's hard for me to believe that I have almost completed one year as your executive director. I want to thank you for providing me with this opportunity to serve our members and the children of Minnesota. I'd like to share a few reflections from the year.

I have quickly come to realize the children of our state are being served by outstanding educators. As I attended various MASA functions around the state, it was evident that the expertise and passion exhibited by our members is something we can all be proud of. The night I attended the reception in Northfield for our MASA 2012 Superintendent of the Year, Chris Richardson, was one of the year's highlights. Hearing members of Chris' community talk about the effect he has had not only on the children of the district, but on the entire community, reinforced for me how significant an impact each of you can have on the lives that you touch.

I have seen how the use of technology is viewed as a resource to assist in providing enhanced opportunities for our students. The work that is being done in our Northwest Service Cooperative and the Lakes Country Service Cooperative are great examples that demonstrate the creativity and drive that permeate our state.

My experiences being a lobbyist at the Capitol provided a positive growth experience for me. I must THANK you for your efforts in sharing your thoughts and stories with your legislators. Please always remember that you can have a significant impact by communicating with your legislators. Valerie Dosland is a true "superstar," and I learned a great deal from her. The 2013 session will be greatly influenced by the results of the 2012 November elections. Get involved! Host a candidate forum and press the



Gary Amoroso
Executive Director
Minnesota Association of
School Administrators

candidates on their stances regarding the future of education funding and other significant issues for your community.

I am so excited about the future of MASA. Through your efforts, a strategic plan has been created. This plan will move us forward in being more responsive to the needs of our members.

We will become more active in our social networking communications. Facebook and Twitter are vehicles that we would like you to utilize to stay in contact with our organization. For Facebook, in the search box, type MASA-Minnesota Association of School Administrators. If you have a Facebook page, "like" us, and you will receive all of our posts. Our twitter address is @MNAssocSchAdm. Thanks to those who have been viewing my "Take 5" videos. These videos are available on my blog on the MASA Web site.

Lastly, I hope that each of you has a relaxing and enjoyable summer. Take some time to recharge your batteries! As always, please feel free to contact me if I can be of service to you (651)319-1211.

Are You Moving?

Now is the time of year when many of our members are on the move! Help us keep track of you (and therefore keep your MASA benefits and services coming to you!). Just give Deb a call (651/645-6272 or 866/444-5251), fax her a note (651/645-7518), or email her at members@mnasa.org and she will update your records. Also, if you have new colleagues in your area who are not MASA members, let us know and we will send membership information to them. •

The *Leaders Forum* is your newsletter and we welcome your input. Please send your ideas or articles to Aimee Ranallo at aranallo@mnasa.org.

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LEADER'S TOOLBOX

Blurring District Borders in Rural Minnesota

A northern Minnesota collaborative of seven school districts and a community college have joined financial hands to provide equal educational opportunities for all students across the region. The school districts of Deer River, Floodwood, Grand Rapids, Greenway, Hill City, Nashwauk-Keewatin, Northland Remer, and Itasca Community College are members of a joint partnership seeking to transform student learning outcomes.

This consortium, entitled IASC (Itasca Area Schools Collaborative), has banded together utilizing a robust networking infrastructure that allows standardized systems and the use of innovative technology tools that change the way distance education is being delivered.

One of those tools is telepresence. Utilizing large screens that fill an entire classroom wall, high definition video and audio, real time interactivity, connected personal computers, document cameras, combined with a blended model of instructional delivery capitalizes on this advanced technology to make advanced programming available to all students.

One of the biggest hurdles to overcome was the schedule. Not just the daily schedule, but the yearly calendar as well. All of the districts' principals met and developed a common calendar and bell schedule. The IASC school boards and instructional leadership saw the obvious potential educational benefits for the students and were "all in" in their approval of those schedules.

Critical to the success is finding staff who are excited about using this new technology and who are interested in cultivating a "distance classroom relationship" with their students. Student interest has been extremely high. Curriculum offerings have soared from two language classes in the first year to seventeen different courses in year two.

Not only is the IASC leadership excited about the academic possibilities that telepresence is creating, but they are very intrigued with the potential community and business partnerships that this sort of technology might germinate. One can imagine bringing together governmental units, medical entities, and local and



Joe Silko
Superintendent
Grand Rapids Public Schools

international businesses, into an environment which is in real time and not constricted by the expenses of location and travel.

Leaders in IASC are quick to credit two strong partnerships that have evolved as this work in changing how rural education is delivered has progressed. The Blandin Foundation has provided critical funding and leadership training in the start-up phases of defining the vision and initial program development. The other partner to emerge was CISCO who kept putting key questions in front of leadership. Questions such as, "What is the critical event?", and "What do you want your students to know?" Ensuring that all of the region's students have the same educational opportunities has become the driving force behind this initiative.





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LEGISLATIVE NEWS

Legislative Wrap-up

On May 10th the 87th Session of the Minnesota Legislature came to an end when the House and Senate adjourned after prolonged debate on taxes, bonding and the Vikings Stadium. Legislators were greeted with good budget news during session – the November and February forecasts showed the state had surpluses making an amicable end of session seem possible. But following the good news, disagreement once again arose on what should be done – lower business taxes, lower property taxes, pay back the school shifts, or beef up the state’s savings account? The shadow of what to do about the Viking’s stadium loomed large over the capitol.



Valerie Dosland
EWALD
MASA Lobbyist

While the big issue tackled by the Legislature the first few weeks of session – seniority based lay-offs, also known as last-in/first-out (LIFO) – was vetoed by the Governor, a number of other legislative initiatives became law. The supplemental education appropriations bill included several significant policy provisions. The bill included the requirement that 35% of principal evaluations be based on academic growth, career and technical education standards, PSEO expansion, and a fix to the recently-passed law requiring a teacher candidate basic skills test. Other provisions included lease levy authority for administrative space, removal of the community education fund balance penalties, changes to the early graduation law, and a two-year extension of fund transfer flexibility.

Several other stand-alone education bills were passed and signed by the Governor. Legislation was passed to remove the allocation requirements for the

staff development set-aside, provide more oversight and transparency on management of school trust fund lands, and require more transparency in buy-out settlements. Lastly, the Omnibus Pension passed and included a provision to lower the investment earnings assumptions from 8.5% to 8% for five years.

Legislation promoted by MASA, establishing the innovation zone pilot project, was signed by the Governor. This legislation establishes a five-year pilot project for the 2013-2014 through 2017-2018 school years to improve student and school outcomes by allowing groups of school districts to work together to provide innovative education programs and activities and share district resources. We will send out more information as we work with the department on this initiative.

Thanks to all of you for your efforts in connecting with your local legislators this session. Your calls, emails and visits had a direct impact on the success in moving our issues forward!

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SPECIAL EDUCATION

A Look at Anoka-Hennepin's Parent Child Interaction Therapy

A month before Jessica Oberbroeckling began the Anoka-Hennepin School District's Parent Child Interaction Therapy (PCIT) the young mother had a couple appointments with an adoption agency to talk about building an adoption plan for her two-year old son Nolan.

"I was at the point where I thought we couldn't fix our problems," Oberbroeckling said. "Many nights we both cried ourselves to sleep."

Oberbroeckling was having a hard time with her son's difficult behavior. Communicating with Nolan was also difficult because he hadn't started to speak. While Nolan showed symptoms of Asperger's, testing found this wasn't the issue.

Michael and Heather Lott also struggled with their son, Tyler. Heather explained he was a "very frustrated little boy."

"Michael and I could not discipline Tyler," Heather Lott said. "As he turned five and was getting ready to start kindergarten, we had a lot of concerns about him being in a school setting."

Both families were put in touch with Mary Lundeen. An Early Childhood Special Education teacher for Anoka-Hennepin's Early Intervention Program, Lundeen has worked with PCIT for the past three years. It is an intervention for children ages 2 to 7 with behavior problems including aggression, non-compliance, defiance, temper tantrums, oppositional deviant disorder, and attention deficit hyperactivity disorder (ADHD). Twenty people in the state are trained in PCIT; Anoka-Hennepin is the first school district in Minnesota to offer the program.

Upon entering the program, parents and their children have a one-hour session a week with Lundeen, who is a licensed psychologist, for four to five months. Parents are also asked to do five minutes of homework per day. Through PCIT, parents work to develop new interactions with their child. Parents do not pay for the service; it is part of their child's individual education plan.



Mary Lundeen, Early Childhood Special Education Teacher for Anoka-Hennepin Public Schools, working with students.

During the sessions and homework, parents are encouraged to practice Child Directed Interaction (CDI) model. The "Do's" include:

- Praise, parents tell their children exactly what they like which will increase the behavior being praised.
- Reflect, repeats or paraphrase what the child is saying to demonstrate understanding and acceptance.

- Imitate, copying what a child is doing shows the

child the parent approves of his or her actions.

- Describe, behavior descriptions say what the child is doing and shows an interest in the child.
- Enthusiasm, means a parent can act happy and natural when spending time with his or her child.

The "Don't" include:

- Commands, this takes the lead away from the child.
- Questions, calls on a child to give an answer and many times are commands that require an answer.
- Criticism and sarcasm, which express disapproval of the child.

CDI's model includes how to handle problems. Parents are instructed to ignore minor misbehavior by looking away or showing no expression to the child. This helps a child to notice the difference between responses to good and bad behavior. According to CDI, although the ignored behavior may get worst at first, consistent ignoring reduces attention-seeking behavior. CDI recommends stopping playtime when there is aggressive or destructive behavior. These behaviors cannot be ignored because they can be dangerous.

During a session, Lundeen used a video system to observe Oberbroeckling and her child at play. She gave Oberbroeckling feedback through an ear piece she was wearing and tracked the number of times the mother

CDI...

Continued on Page 9

CDI...

Continued from Page 6

followed the skills outlined in the CDI model. The goal is to see one of the skills, such as labeled praise, every 10 seconds. After the observation, Lundeen gave Oberbroeckling her feedback. In addition to working with children and families at a school district facility, Lundeen also goes with the parent and child into a public setting, such as shopping or visits to the child's day care.

Having spent her career as a special education teacher, four years ago Lundeen took a sabbatical to study the new and growing field of infant mental health.

Lundeen explained in addition to helping families, this work with young children will save the school district money in the long run. If mental health and behavior problems can be addressed and special education services avoided, the district can save \$15,000 a year per student in early childhood special education services and \$7,000 a year per student in elementary school special education services.

In the past three years, Lundeen has worked with between 30 and 40 families. When asked what she likes best about her work, Lundeen responds with "what don't I like?"

"This empowers parents to be the best they can be," Lundeen said. "By the end of our work parents feel they can handle their children. The little person has the chance to grow and change, that he or she wouldn't have had before. It's a great feeling."

Lundeen credits Superintendent Dennis Carlson, Special Education Director Mary Clarkson, Community Education Director Steve Kerr, and early childhood special education supervisors Jane Roundtree and Pamela Tarasar for their support.

"The more work we do with younger kids, the better chance we have to forever changes things," Lundeen said. "It's nice to be in a district that allows us to do this."

Lundeen's work with the Lotts' and Oberbroecklings' has had a long-term impact on their families.

"I was skeptical of the program because of how severe his behavior was," Michael Lott said. "I didn't think anything would work."

Through PCIT, the parents learned the importance of consistency and defined purpose.

Heather Lott explained. "In the midst of chaos and uncertainty, we found a defined process for dealing with Tyler."

Now the Lotts' son, who once needed more than an hour in a "time out room" because he could not sit in his time out chair without throwing it, is doing well at his elementary school. As a first grader, Tyler is making friends.

"He has friends who want to be his friend; that was not the case in kindergarten," Heather Lott said. "He sits with friends at lunch and can list boys and girls who are his friends. Now we are just waiting for him to be invited to a birthday party."

Oberbroeckling began her work with Lundeen thinking she had "nothing to lose." Within the first two weeks of the program she noticed a "big difference" in Nolan's behavior. Months later the mother and son who "didn't understand each other" are on the right track.

"If it wasn't for Mary, I don't know where I would be. I probably wouldn't be Nolan's mother, any more. And now I wouldn't trade him for the world."

Article submitted by Ellen M. Perrault, Communications Specialist at Anoka-Hennepin Schools. More information about PCIT can be found on the Anoka-Hennepin School's Web site: www.anoka.k12.mn.us, and on the Human Development Center's Web site: www.humandevlopmentcenter.org.



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The spring MASA Foundation Silent Auction was a great success! Thanks to all who donated auction items and participated in the bidding! This year's auction made \$2598.00 to support professional development for school leaders.



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2012-2013 Workshop Schedule

August 8 & 9: Great Start Workshop 1, The Northland Inn, Brooklyn Park
 September 30: Great Start Workshop 2, Madden's Resort, Brainerd
 December 6: Great Start Workshop 3, MASA Offices, St. Paul
 March 13: Great Start Workshop 4, The Northland Inn, Brooklyn Park

2012-2013 "Check-in" Webinars

Aug. 29, hosted by Region 1	Jan. 30, hosted by Region 6
Sept. 26, hosted by Region 2	Feb. 27, hosted by Region 7
Oct. 31, hosted by Region 3	March 27, hosted by Region 8
Nov. 28, hosted by Region 4	April 24, hosted by Region 9
Dec. 19, hosted by Region 5	

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Recent Court Decisions of Interest to Public Schools

Court decisions interpreting legal requirements for public bodies are issued on a regular basis. Following are a few recent decisions for review and reflection. Keep in mind that certain of these decisions may undergo further review by appeals courts. The cases contain information that might alter daily administrative decisions or prompt you to consult with legal counsel for clarification.



Susan E. Torgerson
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- *Savela v. City of Duluth*, ___NW 2d_____, 2011 WL 5864807 (Minn. 2011). This case ultimately upheld the city’s view that its contract language allowed it to reduce insurance benefits to past retirees. The contract language, which had been in place for years, stated that retired employees would receive lifetime health insurance benefits “to the same extent as active employees.” The union argued that the language meant employees active at the time the others retired. The city argued that it meant the current active employees. In the end, the Supreme Court of Minnesota ruled for the City, holding that the contract language was clear.

PRACTICE NOTE: The reduction of benefits was allowed because of the specific language of the CBA. Adding similar language to a CBA may help to contain future retiree insurance costs.

- *EEOC v. Minn. Department of Corrections*, 648 F3d 910 (8th Cir. 2011). An early retirement program provided more benefits to employees retiring at age 55 compared to employees who retire after age 55. The plan was ruled to violate the ADEA, constituting age discrimination.

PRACTICE NOTE: With few exceptions, employment benefits based strictly on age are discriminatory.

- *Emerson v. ISD #199, Inver Grove Heights*, ___NW2d_____, 1012 WL 280384 (Minn. 2012). The Minnesota Supreme Court affirmed a Court of Appeals decision, holding that an Athletic Director was not a “teacher” under 122A.40 for purposes of continuing contract law. Under the particular statutory provision, only those required by the state department to hold a license from the state

department qualify for the protections of continuing contract law. While a district may require a license for a particular position, only a state requirement is sufficient to bring the individual within the definition of “teacher” for purposes of continuing contract protections.

PRACTICE NOTE: When drafting job descriptions and requirements, be aware of which positions require a license from the state department. If no state licensure requirement exists, do not extend continuing contract rights to the position/employee unless that is the actual intent of the district.

- *UBAH Medical Academy v. Education Minnesota and BMS*, 2012 WL 1253089 (April 2012). The Court of Appeals affirmed a BMS decision, holding that teachers who serve on the school board are ineligible to participate in the bargaining unit or a union election. The rationale was that the teachers were “confidential employees” under PELRA while they served on the school board. (Charter school law requires that the board include teachers.) The decision also suggests that board member teachers may choose to have their own bargaining group while they are on the board.
- *Krout v. City of Greenfield*, 2012 WL 1253090 (April 2012). A member of the public asked for private cell phone records from city council members, and certain of these phone records were disclosed by the city. It is important to know that the council members’ call information, texts and emails were redacted so that only those concerning city business were disclosed. The council members sued, alleging that their personal cell phone records were not public data. The Court of Appeals held that the records in question were public because the council members were not employees under Minn. Stat. 13.43. Thus, the records were subject to the presumption that government data are public. The court noted that if elected council members are considered to be employees by a city, the result could change,

Recent Court Decision...
Continued on Page 12

Recent Court Decisions... Continued from Page 11

stating that the particular public body's designation of elected council/board members will determine whether they are employees for purposes of the Minnesota Government Data Practices Act ("MGDPA"). The parties agreed that these phone records became government data when they were received by the city. The court was motivated, it seems, by the desire to prevent elected officials from doing city business on personal equipment as a way of potentially avoiding its disclosure to the public.

PRACTICE NOTE: Determine whether your district considers its elected officials to be "employees" subject to the protections of the public personnel section of the MGDPA. If not, be sure that your elected officials know that their written communications about school business may be considered to be public data in certain situations even when conveyed on personal equipment or accounts.

- **Brenny v. Board of Regents of the University of Minnesota, et al.** (A11-1339, May 7, 2012) Brenny was hired by the new director of gold at the university as the associate head coach for women's gold. She alleged that the director refused to allow her to perform her job when he became aware that she was gay. She claimed she had been constructively discharged. She sued the university and the director individually for discrimination and tortious interference with contract. The Court of Appeals held that the claims against the director were required to be brought via a petition via writ of certiorari because it involved a discretionary decision by the university. The plaintiff had tried to assert the tortious interference with contract claim directly to a district court, rather than via writ of cert to the Court of Appeals.
- **Barker v. County of Lyon, et al** (A11-1746, May 7, 2012). The county maintained a 1991 handbook which stated that the "board reserves the right to change any of these policies after notice to and input from employees." The book also stated that a retiring employee was entitled to 4% per year of service toward their future health insurance premiums. A later handbook, 1995, stated in large letters: THIS POLICY MANUAL IS NOT AN EMPLOYMENT CONTRACT. In 1999 the retirement health coverage benefit was changed, and some employees sued, claiming they had relied on the 1991 book and that

their benefit had vested when they first read the beneficial language (though this was prior to retirement.) The court held that reliance on an earlier manual was not reasonable, given the 1995 disclaimer language. Finally, a retirement benefit could not vest until the time of the individual's retirement.

PRACTICE NOTE: Any employee handbooks or policies which might be interpreted as promises should be reviewed and perhaps revised to avoid such a claim. Note that certain changes may require interaction with a union, and districts should seek counsel on such issues. Obviously, collective bargaining agreement language upon which employees may rely typically requires collective bargaining prior to change.

- **Tatro v. University of Minnesota, 800 NW 2d 811** (Minn. App. 2011). A student in mortuary science posted notices about "Bernie," the cadaver she was assigned to work with. The cadavers are donated to the school for research/teaching purposes. She did this on a Facebook page. Another student reported concerns about these posts. After a hearing before the campus committee on student behavior, Tatro was found responsible for various violations and was given sanctions and placed on academic probation. When an internal appeal failed, she sued. The court concluded that the university acted within its authority in addressing these posts and did not violate her right to free speech. She violated university rules and the sanctions were not arbitrary, oppressive or unreasonable. The case has been argued before the Minnesota Supreme Court in April but has not yet been decided by that court.

This article is intended to provide general information with commentary. It should not be relied upon as legal advice. If required, legal advice regarding this topic should be obtained from district legal counsel.

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ACHIEVING OUR CLIENTS' GOALS SINCE 1947

CURRICULUM CORNER

Curriculum Leadership for Cross-Content Collaboration

Practical rules of thumb and processes help increase the light and decrease the heat of collaboration as teachers build connective curriculum across content areas.

65 teachers in 11 school sites gained insights as they designed integrated lessons and units, and in the process developed and applied a common knowledge base for teaching. New practices emerged when we turned the typical content area PLC on its side, invited interactions across subjects and injected learning in the arts for classroom collaborations. The results included new ways to decode the intended student learning described in benchmarks, strategies to better insure the alignment of instruction and ways to check the authenticity and rigor of learning as students synthesized knowledge and skill across content areas.

With the goal of increasing student learning through sustainable professional development in the Lakes Country (west-central Minnesota) region, the Perpich Arts Integration Project began in August 2010, employing the arts as attractive partners for adult teachers and child learners. In the first year of project activity, integration projects included assessable student learning that showed student proficiency in more than 12 content areas. Each project included a specialist in either visual art, music, theater, or media art. Teachers worked to understand proficient student learning, a potent catalyst for professional learning across content areas with implications for stronger teacher professional development and student learning as well as whole-school coherence across content areas.

Student proficiency, measured by an external evaluator, was high in these teacher created collaborative lessons. Using aligned assessment activities and evaluative criteria, which they co-developed with colleagues and project facilitators, teachers rated 86% of student work as proficient, or above proficient. More than half of participating teachers (54%) stated that students learned more through collaborative arts integration than they did through traditional lessons. An additional 21% said they couldn't make a comparison to prior learning experiences because they hadn't taught that content previously. Even in their first attempts at collaborative design, no teacher thought students learned less than they would have without collaborative integration.

One teacher commented about classroom

collaboration, "While in the collaboration process...I learned and better understood the strengths of my co-workers! I was also able to better understand my own strengths...I have definitely understood the importance of having a set assessment. I liked the fact that we came up with one for our students...They liked it and were able to understand what we were looking for from them."

The time required for planning, coaching, delivering complex lessons and units and reflecting on the resulting student learning is substantial. However, the professional learning is robust and flexible as school-based teams determine the size and duration of their projects. A process for leading staff development for the creation and implementation of collaborative arts integration, and a collection of video case studies of teachers at Moorhead High School and Wheaton Elementary School are available at: <https://sites.google.com/a/pcae.k12.mn.us/legacy/>

The Lakes Country network will be in its third and final year in 2012-2013, and a new network will begin this August 2012 in the southeast region.

*Written by Byron Richard
Education Research Coordinator
Perpich Center for the Arts*

Curriculum Leaders of Minnesota (CLM) in association with the Minnesota Association of School Administrators (MASA) presents...

2012 CLM Fall Conference

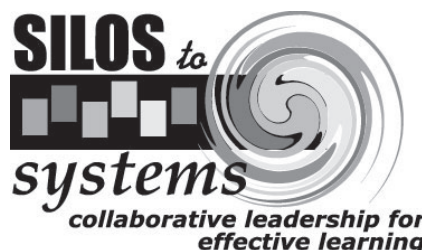
November 14-16

Cragun's Resort, Brainerd

Join us this fall and explore frameworks for collaboration leading to improved education systems with keynote presenter Andy Hargreaves, renowned author and speaker on educational change. Other invited facilitators from the field will present framework for change that integrates teacher professionalism, community engagement, government policy and accountability.

SAVE THE DATE!

You will want to be at this event with your team! Online registration will open July 1, 2012.



TRANSITIONS

Election Results



Jay Haugen
Superintendent
Farmington Area Public Schools

Congratulations to the following candidates who have been elected to MASA leadership positions. Newly elected leaders will participate in an orientation with the full MASA Board of Directors this summer. MASA appreciates these leaders for their commitment to MASA and Minnesota education and offers them thanks and best wishes as they begin their terms of service.

President-Elect: Jay Haugen, Farmington Area Public Schools

Board Members:

Region 2 - **Kevin Wellen**
Region 4 - **Scott Monson**
Greater MN Area Special Education - **Nan Records**
Region 6 - **Scott Thielman**
Region 7 - **Joe Silko**
Region 9 - **Sue Ann Gruver**
Region 9 - **Karen Orcutt**
Metro Area Central Office - **Kim Riesgraf**
St. Paul Public Schools - **Kate Wilcox-Harris**
Retiree - **Mary Ann Nelson**

Minnesota Representative to the AASA

Governing Board:

Mark Bezek, Elk River Area School District

Special thanks to all MASA members who participated in the election process!

MASA and MDE present ...

The 2012 School Leadership Summit: Minnesota on the Move

**Tuesday - Wednesday, August 7th - 8th, 2012
Northland Inn Hotel**

Join us for the annual Back-to-School Conference for superintendents and their leadership teams on August 7th and 8th. MDE updates, great speakers and a chance to network with your colleagues are all a part of the agenda. The featured keynote speaker is Tony Wagner.

Registration Materials will be sent soon - watch your email for them or visit the MASA website at <http://www.mnasa.org> --

MARK YOUR CALENDAR!

See you August!

On the Move

**As of June 1, 2012*

Retirees (By Region):

Marty Duncan, Alden Conger School District

Jim Dusso, Lyle Public Schools

Scott Hannon, Winona Area Public Schools

Marcia Love, Caledonia Area Public Schools

Linda Mitchell, MN State Academies

Wendy Shannon, Byron Public Schools

Tom Tapper, Owatonna Public Schools

Dale Bradsoy, Blue Earth Area Schools

Leslie Norman, Lake Crystal-Wellcome-Memorial Schools

Richard Orcutt, Janesville-Waldorf-Pemberton School District

Willis Schoebe, Maple River Schools

Paul Sundholm, GHEC Public Schools

Ted Suss, Wabasso Public Schools

Chuck Cheney, Frazee-Vergas Public Schools

Dean Soutor, Henning School

James Madsen, Eagle Valley School District

Larry Peterson, Eden Valley-Watkins Schools

Tamara Schultz, East Central Schools

William Wold, Litchfield Public Schools

Charles Futterer, Virginia Minnesota Public Schools

Phil Johnson, Floodwood School

Don Blaeser, Fisher Public School

Gene Paulson, Fosston School District

Tom Nelson, W. St. Paul-Eagan-Mendota Hgts Area Schools

John Sweet, Delano Public Schools

Barbra Zakrajsek, St. Anthony-New Brighton School District

Congratulations on your retirement!

District Changes (By Region):

Tom Farrell, BOLD Public Schools to Lake Crystal-Wellcome-Memorial Schools

Dean Krogstad, Norman County East School to Henning School

Russ Johnson, Parkers Prairie Public School to Eagle Valley School District

Herb Helinski, Cromwell Wright School to Floodwood School

Stephen Jones, Sibley East Public Schools to Little Falls Community Schools

Deron Stender, Frazee-Vergas Public Schools to Virginia Minnesota Public Schools

Jeff Peura, International Falls Schools to Lake of the Woods Schools

Jan Mohr, NE Metro 916 Intermediate District to East Metro Integration District 6067

Curt Trygggestad, Little Falls Community Schools to Eden Prairie Schools

Congratulations on your new position!

POINT OF VIEW

From a Leaders Perspective - Teacher Evaluations

As superintendent, I am privileged to have daily interactions within our community. One truly enjoyable experience is conversing with student focus groups. These sessions shed light on district points of pride, areas of concern and student interests. I typically close each session with, "What are the characteristics of your favorite teacher?" The responses I receive from our young adults are thoughtful and insightful. The national and state conversation has entertained similar themes of educator quality. What are the characteristics that define quality teaching and how should we build systems to effectively identify, support and reward these professionals?

I have the opportunity to serve on the Minnesota Department of Education Teacher Evaluation Work Group. The group has been charged to create a teacher evaluation process to be implemented beginning in 2014-2015. This charge is ambitious, yet energizing. Teacher quality is essential to our success. The research on teacher effectiveness is convincing. A landmark research study by economists at Harvard and Columbia Universities indicates the impact between a strong teacher and a marginal teacher lasts a lifetime. One example cites that having a good fourth grade teacher makes a student 1.25% more likely to go to college and that the student will go on to earn an average of \$25,000 more in a lifetime. The study also validates what similar studies have exposed: a very poor teacher has the same effect as a pupil missing 40% of the school year.

I believe strongly in real and authentic accountability for all staff, including principals, superintendents and certified teachers. One contentious factor included in the new legislation on teacher performance is value-added assessment that accounts for 35% of the teacher's evaluation. These metrics are drawn from student performance on state, standardized and/or teacher-developed assessments. I agree student achievement should be recognized. Coming to agreement in constructing a viable system will be tricky for multiple reasons:

Practicality: Standardized test results can arrive months after teachers have completed their annual evaluation cycle.

Validity: Our current student assessments have not been designed for one-shot assessments of individual



Joseph Hill
Superintendent
Sartell-St. Stephen School District

teachers; it takes at least three years of value-added data for reliable patterns to emerge.

Staff Dynamics and Morale: When an individual staff member is rewarded based on student performance, genuine collaboration and sharing suffers.

Simple Fairness: How can schools accurately parcel out credit among teachers who work within teams, departments and grade levels that collectively influence student success?

To counter, I offer a reframed philosophy built upon the dynamic of accountability

and team:

- First, student achievement needs to be front and center. It's not enough to observe teachers' performance; we need evidence of student learning.
- Second, teachers and principals make a huge difference in student achievement. We should accept and embrace this responsibility.
- Third, psychology ascribes the importance of belonging and acceptance of jobs done well. It is energizing and crucial in the cultivation of learning and working environments that thrive.

So what's the magic approach? The key is making smart choices for the reward system, the measures and the rewards themselves.

Who should be rewarded for student performance? I believe the most productive choice is teacher teams. Rewarding teams promotes genuine collaboration among the 'job alike' teachers working together. Rewarding teams avoids the problems of individualized recognition and encourages collaboration to ensure quality student learning.

What should be measured? I believe the best choice is a combination of individual classroom performance and team student achievement gains. We have increasingly precise tools for measuring student learning during the year including scales of reading proficiency and rubrics for scoring writing and math.

Teacher Evaluations...
Continued on Page 20



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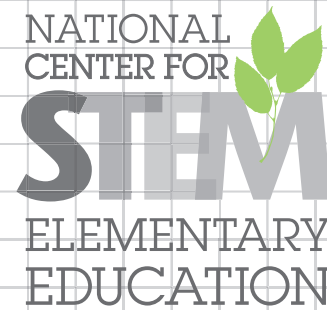
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School Aren't What They Used to Be

Education is changing every day as the world around it changes. Schools are not like they were yesterday or like they'll be tomorrow but together we can make sure they become better yet.

We have heard it so many times: “Schools are just like they were fifty years ago.” Maybe we have heard phrases like that so often that we assume them to be true. Maybe we even wonder, “Why not? If it was good enough for us, it’s good enough for our kids.”

The reality, however, is that schools have changed and will continue to change to meet evolving needs of learners and the expanded expectations of the workplace. Educators have needed to be even more innovative, insightful and creative than in the past. School leaders are challenged daily to engage children as learners very early in their educational careers and to keep them engaged into post-secondary education. Here are some examples of innovative schools reaching out to learners of all ages:

KinderPrep

Following is a snapshot of a program reaching out to early learners at Washburn Elementary School in Bloomington as told through the eyes of Principal Jon Millerhagen: “Oh, yes! My chef hat fits perfectly. The pancakes are mixed and ready to go. It smells wonderful in this room. This is the week I get to make pancakes and read ‘Pancakes for Breakfast’ to our four-year-old KinderPrep classrooms. I thought it was a good idea to bring early learners into my school four years ago, but now I think it is genius. What a great way to help ELL and poverty students get prepared for kindergarten. I can’t wait to see how our alignment activities pay off when these children are in third, fourth and fifth grade. You know, it would be fun to tell other principals about our success with KinderPrep.”

Partners for Success

Farmington Public Schools house trained family support workers from a non-profit social service organization (360 Communities) as a resource for students and their families. Farmington superintendent Jay Haugen shares the rationale behind the Partners for Success program: “It is our mission as school districts to find success in every child, to help them achieve their highest aspirations. And while we strive hard for this, using every tool in our ever-expanding educational tool box, we also recognize that many of the learning hurdles children face begin outside of the classroom. From birth to graduation, 90% of a child’s time is spent outside of school, and unless we can impact



Shari Prest
Ark Associates

this in substantial ways, we will continue to have far too many children not reach their full potential. That is where programs and partners such as family support workers and 360 Communities come into the picture. They provide that connection to the wider community at a much deeper level than schools can do alone, helping us achieve success for all.”

Project Ed.21

Project Ed.21 is the embedding of 21st Century Skills into the Sibley East academic environment. According to Stephen Jones, superintendent of Sibley-East Schools, “In preparation for August’s launch of Project Ed.21—Sibley East’s K-12 initiative to have one iPad for each student in grades 5-12—the district is pointedly focusing on defining and disseminating twenty-first century skills to students, staff, and community. [In accordance with Dr. Ruben R. Puentedura’s ‘Technology Adoption Life Cycle’] the boundless potential for sustained academic vibrancy invigorates the Sibley East community. The energy created within the district by Project Ed.21 is palpable, and Sibley East students will benefit through twenty-first century skill development aimed at success in the ever-competitive global society.” This school district has already done significant work to close the achievement gap among learners and raise test scores for all. For example, Sibley-East sixth-graders were twice as likely to be proficient readers than the average student statewide.

Stars of Innovation

Educational leaders like Kevin Bennett, the principal of FAIR schools in Minneapolis, recognize the evolving role of education in our society: “As educators of twenty-first century learners, schools must be innovative in programming and funding. At FAIR School, we developed FAIR +, a partnership program with business, arts, and academic organizations. Our recently-created director of partnerships position facilitates 25 partnerships, including Target, Minneapolis College of Art & Design, The BrandLab, The Loft Literary Center, Lynx/Timberwolves, and the University of St. Thomas. Collaboration provides valued individualized opportunities for students and pools resources. Partnerships create career and collegiate pathways that align with students’ needs, interests, and aspirations. This innovative approach helped us earn

Schools Aren't...
Continued on Page 21

PROFESSIONAL DEVELOPMENT

MASA and Whitewater Learning® Partner to Provide Online Professional Development

MASA is pleased to announce a significant partnership that will provide high quality online professional development at a reasonable cost for MASA members and their collegial groups. Whitewater Learning® presents online modules that are developed by education leaders, are aligned with state and national competencies, and offer pre-approved administrator and teacher CEU's. Users can assess competencies and build professional development plans, or simply access the site for just-in-time learning. Modules are comprehensive and, in addition to core content, include annotated suggested readings, a glossary, an assessment, and practice sets for real-world application.

Whitewater Learning® modules cover more than 25 key areas of knowledge, including communications, curriculum and instruction, data, ethics, finance, human resources and community relations. In addition to earning continuing education units, educators can use Whitewater Learning for:

- Professional development planning
- Small learning communities
- Supplementing university courses
- Creating online courses

"Our partnership with Whitewater helps us meet an important professional development need for our members," says MASA Executive Director Gary Amoroso. "We looked at many online resources and

were discouraged by issues around quality and cost. Whitewater provides very high quality content at a very practical cost."

The Whitewater web site (<http://www.whitewater-elearning.com>) is attractive and easy to use. Hosted and supported by another MASA partner, TIES, the site is well maintained and continuously improved by Whitewater's leadership team, which includes members from a variety of educational leadership practices throughout Minnesota. "We are pleased to offer our assistance in bringing this service to Minnesota educators," said Betty Schweizer, TIES Executive Director. "Professional development for educators compliments the work we do every day."

The Whitewater site officially opens on June 18, 2012. As an introduction for MASA members, modules on principal evaluation will be available without cost on the password-protected page of the MASA web site.

Teacher Evaluations... Continued from Page 16

How should we reward? Differentiating master teachers from the whole is possible using the principal's summation of multiple observations, visits and conversations, as well as a collective score for the team's student learning gains. The distinguished professionals should be on the district short list to serve as district coaches and opportunities of special assignment.

We need to create new practices and conditions that encourage success in our complex marketplace of diverse learners, achievement gaps and accountability. Showing evidence of continuous learning and fostering teacher innovation through regular and genuine collaboration should be a collective responsibility for our profession and our community.

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The 2013 Middle Level National Conference is Headed to Minneapolis!

On behalf of the Association for Middle Level Education (formerly National Middle School Association), and the Minnesota Middle School Association, it is with great excitement that we invite you to experience the most valuable national professional development opportunity for any type of educator who works with grades 5-9: The 40th Annual Conference for Middle Level Education.

This conference offers nationally known speakers, classroom and administrative practitioners, and university personnel presenting hundreds of sessions around the most critical topics for middle level education (see below). Rates are an exceptional value, and special offers for whole district, whole school, and teams make it feasible to send lots of staff! As you consider your school calendar for the 2013-2014 school year, we encourage you to include November 7-9, 2013, in your staff development plans and take advantage of this rare opportunity to improve instruction and raise test scores. Friday, November 8, 2013 would be a perfect day to plan professional development for elementary and senior high staff at home, and to

maximize this opportunity to provide amazing middle level professional development for your middle school staff at a national venue without air fare or exorbitant hotel costs. Be sure to budget to send a cadre of middle level experts to this conference—and watch for the chance to submit proposals to present—Minnesota Middle Schools have a lot of great things happening!!!

For more information about the 2013 conference (November 7-9, 2013), in Minneapolis, MN go to www.amle.org/MN

Your local contacts for conference information include three members of the Minnesota Middle School Association Board. Tami Jo Cook, 2013 Local Committee Chair: tamcook@edina.k12.mn.us, Steve Norlin-Weaver, MMSA Executive Director: Steven.Norlin-Weaver@mpls.k12.mn.us, or Lynn Searcy, 2013 Local Publicity Chair scear001@umn.edu

Please contact us if we can provide any further information or answer any questions. We hope to see you in Minneapolis, November 7-9, 2013!

Schools Aren't...

Continued from Page 19

the Star of Innovation Award, Hennepin Division, by the MASSP.”

The Flipped Classroom

Jason Just teaches the sciences, including chemistry, AP chemistry and the physics of sports. He has been an innovator in Lakeville schools not only through strategically flipping students' use of time to be more efficient and effective, but also through a Spectacular Science Show that students present for the public and learn from each December. “In the flipped classroom, teachers are using technology to video-record traditional lectures and provide direct instruction outside the walls of the classroom. Students watch and take notes during the recorded lectures as their homework. Teachers then use the face-to-face classroom time to have students solve problems and personalize higher-order thinking skills as they practice problem solving and engage in their own personal learning with a teacher available.”

Moodling through Disaster

The Wadena-Deer Creek (W-DC) school building was taken down by a tornado in 2010. The rebuilt school

will open its doors to students this fall. Superintendent Virginia Dahlstrom has led the district in turning the disaster into an opportunity. “Digital hardware and software have already replaced some textbooks—a change from past teaching methods. Teachers are using Moodle as a tool to align curriculum and as a resource delivery strategy to check on assignments, take tests on line, upload assignments, and for grading student work electronically by the instructor.”

When the new school opens it will be considered a “high performance” school specifically built to improve the learning environment while saving energy, resources and money. In the new facility, major changes like long distance learning, video conferencing, digital textbooks, iPads, and more will be used for instruction.

Schools really aren't what they used to be. They are better. That's Minnesota.

Continuous School Improvement Minnesota Educational Leaders Renewing Systems

The Midwest Instructional Leadership Council (miLc)
and

The Minnesota Association of School Administrators (MASA) present a professional development opportunity for school district leadership teams...



to establish and support non-negotiable standards for teaching and learning.

2. Using data and assessment information to foster continuous system improvement and self-renewing systems. Focus of this

aspect of training includes, but is not limited to:

- Understanding and selecting appropriate learning targets as end-point outcomes for all students upon school exit.
- Understanding assessment tools and system assessment protocols to measure non-negotiable standards for teaching and learning throughout the school district. This includes types of assessment, purposes of assessment, assessment limitations and aligning an assessment protocol for the purposes of predicting which students are on or off track for end-point outcomes so that intervention can occur early.
- Using systematic processes and procedures for examining performance data at the system, building, classroom and student levels so that gap/root cause analysis, root cause prioritization, hypothesis generation, treatment selection and measurement strategies.
- Setting goals using data, aim lines and time-bound parameters and strategies for measuring progress.
- Providing professional development and support through embedded coaching to building administrators and other building level leaders, such as teacher leaders.

3. Aligning curriculum, instruction, and assessment through a structured framework for examining implementation of the intended versus enacted curriculum.

Who participates in CSI•MN?

- District teams of at least five people and no more than fifteen people. The district team must include the superintendent. Other recommended participants are: curriculum leaders, special education leaders, other specialists, principals, assistant principals, and teacher leaders.

School districts throughout Minnesota are focusing considerable resources on improving student outcomes. Although some districts are realizing success, many districts are not seeing significant change. MASA and miLc are partnering to support districts' efforts to build self-renewing systems that provide a strong district level focus on obtaining high outcomes for all students.

Why CSI•MN?

- The world has changed. Educational systems have not changed significantly, if at all, since the early 1900's. If we are going to prepare our students to compete in and be prepared for life in the 21st century, our educational systems must be redesigned around the skills, knowledge, and dispositions required for success in this century.
- Our current educational system is not responsive for many of our students in schools today (especially students of color, students experiencing poverty, and students with disabilities), which continues to exacerbate and extend the achievement gap and social, economical, and opportunity gap that exists in the United States.
- Our current educational system is not effective in producing the skills, knowledge, and dispositions required to compete in our global society and, in fact, has been losing ground over the past decade or more, which is significant in terms of the United States' position in an increasingly flat world.
- Educational excellence, social justice, and equal opportunities and access are all moral imperatives facing education today. It is our stewardship responsibility toward current and future generations.

What is CSI•MN?

- The Continuous School Improvement Minnesota (CSI•MN) initiative focuses on three main aspects of self-renewing systems, including:
 1. Understanding the moral imperative of education by examining national data trends and local state and district student outcome data. The moral imperative of education calls for district leaders

CSI-MN...

Continued on Page 23

CSI-MN...

Continued from Page 22

How is CSI•MN structured?

- Two-day initial training session in your region to minimize travel and enhance the cohort experience
- Bi-monthly professional development days (September, November, January, March, May) with focused professional development and networking
- Bi-monthly ½ day embedded professional development, coaching, and support for each site or team
- Access to phone/online consultation

Year One: “The Lab”

Our first year’s cohort will be a pilot project that will give us the opportunity to develop the model and scale it up in the coming years. The first year, we will run the

lab at a lower cost to compensate our participants for helping us in this development.

Communicating the Results

CSI•MN will be evaluated by an independent entity to measure its effectiveness relative to the intended outcomes. Participating districts will receive results that can be shared with school boards, staff, and the wider community.

Questions?

Mia Urick, Director of Professional Development at MASA: (651) 645-6272 / urickm@mnasa.org
John Faust, Executive Director at miLc: (608) 218-5160 / jhfaust.milc@gmail.com

Mark Your Calendar for the Second Annual Legends Conference!

From the creators of Ruth's Table ...
Minnesota Association of School Administrators and Minnesota State University Mankato, Department of Educational Leadership in partnership with Minnesota Administrators for Special Education

Stories of women in education and their legacy of leadership, a retreat for women leaders, an opportunity for learning, sharing, and reflection.

Stories are data with soul. (Brene Brown)

This summer, join us for our second annual Legends conference. Our theme this year is “Risky Business: Women in Leadership,” and our sessions will invite participants to reflect on why we take the risks inherent in leadership roles, how we manage “taking the leadership chance,” and what we need for leadership today and into the future. Once again we will tell the stories, learn from our speakers and one another, build our network, and emerge with new perspective.

Our keynote speaker will be Dorothy McIntyre, co-author (with Marian Johnson) of *Daughters of the*



Game, the account of “The First Era of Minnesota Girls High School Basketball 1891-1942.” Dorothy will share the stories of the women who took risks to establish girls' sports programs. It was a long journey from the invention of basketball in 1892... to the addition of girls' sports to the Minnesota High School League's competitive activities

in 1969...to the first Minnesota State High School Girls Basketball Tournament in March, 1976. Dorothy will share the stories of the women who led the way and gave us all the gift of women's competitive sports. Conference participants will receive a copy of her book.

Conference sessions will explore women's roles in leadership through the decades and what transformative behavior created the changes that were hallmarks of each of those times. We hope to convene a rich, diverse group of participants to enhance our conversation. What are you putting on the line in order to lead? What skills do we need to take those chances? **Don't miss this important event, July 25-27 at Sugar Lake Lodge.**



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NEWS FROM THE FIELD

BOSA Fee Changes: How will they affect you?

The 2012 Minnesota State Legislature has enacted several changes to Minnesota Statutes that relate to the responsibilities of all licensed Minnesota School Administrators, including licensed Superintendents, Principals, Directors of Special Education, and Directors of Community Education.

Since the Board of School Administration (BOSA) was created in 2001 Minnesota Statutes 122A.14 has mandated in, "Subd.9 Annual Fee. Each person licensed by the Board of School Administrations shall pay the board an annual fee of \$75.00. The board may provide a lower fee for persons on retired or inactive status. The executive secretary shall deposit the fees in the state treasury."

During the past eleven years BOSA has billed all licensed administrators on an annual basis the Annual Fee of \$75.00 and the board established a reduced fee for retired or inactive status administrators of \$32.50. Failure to pay the annual fee, thus violating the state statute, had no statutory-imposed penalty for school administrators. In addition the Annual Fee (January 1st to December 31st) led to much confusion since most state and local government operations are accounted for on a Fiscal Year (July 1st-June 30th) basis.

Over the course of the past 11 years, between forty and sixty-nine percent of all licensed administrators complied with the statute and paid the Annual Fee without the existence of statutory imposed penalty. The proposed changes in statutory language were approved by BOSA, submitted to and approved by the Minnesota Legislative, and signed into law on April 30, 2012 by Governor Dayton.

As a result of this legislative change Minnesota Statutes 122A.14 Subdivision 9 now reads as follows: "Subd.9 Fee. Each person licensed by the Board of School Administrators shall pay the board a fee of \$75.00, collected each fiscal year. When transmitting notice of the license fee, the board must also notify the licensee of the penalty for failing to pay the fee within the time specified by the board. The board may provide a lower fee for persons on retired or inactive status. After receiving notice from the board, any licensed administrator who does not pay the fee in the given fiscal year shall have all administrative licenses held by the person automatically suspended, without the right to a hearing, until the fee has been paid to the board. If the board suspends a licensed school administrator

for failing to pay the fee, it must immediately notify the school district currently employing the school administrator of the school administrator's suspension. The executive secretary shall deposit the fees in the state treasury."

Change for Fiscal Year 2013 and beyond.

Commencing with an August 2012 billing statement, with a November 1, 2012 due date, the Fees for Fiscal Year 2013 will be per statute.

Licensed Administrator

Fee *	Billing Date	Due Date
Active Practicing Minnesota Administrator		
\$75.00	8/15/12	11/15/12
Inactive or Retired Administrator		
\$32.50	8/15/12	11/15/12

*Plus a service fee, rate to be determined for on-line payment.

Transition Issues from Annual Fee to Fiscal Year Fee in 2012

Due to the transition from an Annual Fee to Fiscal Year Fee structure the legislature has also passed the following transitional language in order collect the partial year Annual Fee for the period January 1, 2012 to June 30, 2012: "Notwithstanding Minnesota Statutes, Section 122A.14, subdivision 9 the Board of school Administrators may adjust the amount of the fee collected under Minnesota Statutes, 122A.14, subdivision 9, in 2012 and fiscal year 2013 to facilitate the transition from an annual to fiscal fee structure."

No Annual Fees for calendar year 2012 have yet been billed due to the pending legislation. In order to transition to fiscal year billing, for the period January 1, 2012 through June 30, 2012, BOSA approved the following implementation process in response to the change in State Statute.

Licensed Administrator

Fee *	Billing Date	Due Date
Active Practicing Minnesota Administrator		
\$37.50	6/15/12	7/31/12
Inactive or Retired Administrator		
\$16.25	6/15/12	7/31/12

*Plus a service fee, rate to be determined for on-line payment.

BOSA Fees...
Continued on Page 26

SUMMER VACATION

Summer Vacation Doesn't Have to be a Vacation from Learning

So you find yourself this summer sitting on a wooden deck, overlooking a tranquil lake, cup of coffee in hand, the sun slowly rising above the trees. Vacation? Not necessarily.

The most satisfying professional development I participate in each year routinely includes scenes like this. I have been part of a professional study group for more than fifteen years. Every two or three months each year we gather together to complete our study of a book or other resource. During the school year, because we are all so busy, this tends to be a couple of hours some evening where driving to our common meeting place is 50% of the evening. But during the summer, especially in July, we have the luxury of time. We can take a particularly deep, noteworthy resource, and give it the time it deserves. We take the time to explore and plan for how the work informs and changes the way we do our own work in our districts. Sometimes we even bring in the author, or other expert, to spend time with us.

Space matters. The setting we learn in directly affects our conversation, our thinking our growth. And so each year, one member of our study group provides a place. We typically gather together for lunch on the first day, and then immerse ourselves in study and conversation until late. We sleep, enjoy an early breakfast, and complete our study and planning by noon. Our time ends with lunch and a trip home, having experienced fifteen hours of focused professional development in a 24 hour period.

The summer also provides a wealth of other PD opportunities. One of my favorites is the teaching and learning, and technology academies our district puts on for the summer. Attending these has the added benefit of providing an opportunity to not only learn, but to get to know many of our staff at a much deeper level. The summer, especially July, is also the time for many educational organizations, such as those involved with brain-based learning and iPad Learning, or such distinguished organizations as Harvard and ASCD, to provide their summer institutes. Depending on the goals of your school district, these can provide invaluable insight into your work. Google is a great way to find all the possibilities.



Jay Haugen
Superintendent
Farmington Area Public Schools

Finally, the power of professional development in concert with your own leadership team can not be exaggerated. Getting your cabinet and principals together for a couple of days offsite, whether they number a few or many, is a powerful way to reflect on the previous year and plan for the upcoming. It is also an outstanding opportunity for our own PD because as a cohort, our leadership teams usually possess knowledge and skills rivaling that of any professional group.

Ultimately, the key message in this article is to take the summer to retool, renew, and reenergize. Our profession is among the most intense, demanding, and complex on the planet, and the summer provides the perfect opportunity to up our game. Take the time to learn and reflect, and the time to get away. You, and your district, will be strengthened by the experience.

BOSA Fees...

Continued from Page 25

BOSA is seeking the assistance of the State of Minnesota Information Technology Services to make the billing and fee collection more efficient for all Minnesota Licensed Administrators. Specifics on these changes are presently being negotiated with the appropriate officials, and will initially be communicated to all Minnesota Licensed Administrators by way of direct United States Mail sent to the home address of each administrator on file with Minnesota Department of Education-Educator Licensing.

Based on the potential employment and economic penalties that would accompany a suspended professional license, it is believed that full Statutory compliance will be achieved, with the payments to BOSA. If you have any questions relating to this issue or other issues concerning the work of the Board of School Administrators please do not hesitate to contact Stan F. Mack II at (651)582-8796 or stan.mack@state.mn.us.

FOUNDATION NEWS

Executive Forum Discusses CCSD Growth Model

On behalf of the Sauk Rapids-Rice School District, I would like to thank MASA and its Foundation Board for approving our grant application and for allowing us to work with administrators from the Clark County School District (CCSD). Since Sauk Rapids-Rice is one of approximately 40 school districts without an operating referendum and because we have had to make continued and significant budget reductions, this opportunity would not have been possible without the financial support.



Dan Bittman
Superintendent
Sauk Rapids-Rice School District

These funds provided the opportunity for administrators to participate in an executive forum, primarily focused on developing and implementing best practice instructional strategies in our classrooms and schools. In addition to discussing proven instructional strategies, administrators spent time learning more about CCSD's current growth model, which evidenced significant student achievement gains, especially within minority subgroups.

Administrators dialogued about school performance frameworks, which helped to identify and replicate effective learning programs throughout the District. Administrators worked collaboratively to evaluate peer-coaching models, mentor leaders, develop talent, and to cultivate new programs. Current practices within CCSD allow schools to reflect the importance of principals and teachers in leading change in schools. Principals are strategically placed near the top of the

District's organization, empowering them with added resources in exchange for more accountability for enhanced results. The efforts support their goal of improving academic achievement and ensuring that students are "ready by exit."

The CCSD Growth Model measures how much a student improves in academic performance over time, rather than simply whether he or she passed a test. It answers the question, "How much progress in statewide assessments did a student or group of students make in one year, as compared to their academic peers across the state? Examining various student academic growth models and best practice instructional strategies allows us to better plan learning experiences, while helping more students achieve higher levels of academic performance.

While Sauk Rapids-Rice has closed the achievement gap by as much as 30% within certain subgroups over the last four years, we know that much more must be done. Working with and learning from others helps to rekindle this priority, giving more children the opportunity for post secondary success.

As a result of this forum, the Sauk Rapids-Rice administrative team plans to continue its partnership with CCSD throughout the 2012-13 school year, exploring ways to best serve its students, staff, and community.



Mark Your Calendar!

The 2012 MASA Foundation Golf Tournament is right around the Fairway!

The annual MASA Foundation Golf Tournament is fast approaching. Mark your calendar for **Sunday, Sept. 30th**. It will be held at Pine Beach West Golf Course in Brainerd.

See you in Brainerd!

Have you renewed your membership?

Membership materials have been mailed. For more information or additional membership materials, contact the MASA office at (651/645-6272 / 866-444-5251 or members@mnasa.org) or visit our web site at (www.mnasa.org).

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CALENDAR OF EVENTS

2012...

June

21-22
MASA Board of Directors Retreat
Maddens, Brainerd

July

25-27
Legends Conference
Ruttgers, Grand Rapids

August

7-8
MDE Administrators Conference
Northland Inn, Brooklyn Park

8-9
MASA Great Start Workshop I
Northland Inn, Brooklyn Park

September

30
MASA Fall Conference
Madden's Resort, Brainerd

30
MASA Great Start Workshop II
Madden's Resort, Brainerd

October

1-2
MASA Fall Conference
Madden's Resort, Brainerd

November

14-16
CLM Conference
Cragun's Resort, Brainerd

22-23
MASA Offices Closed

December

6
MASA Great Start Workshop III
MASA Office, St. Paul

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