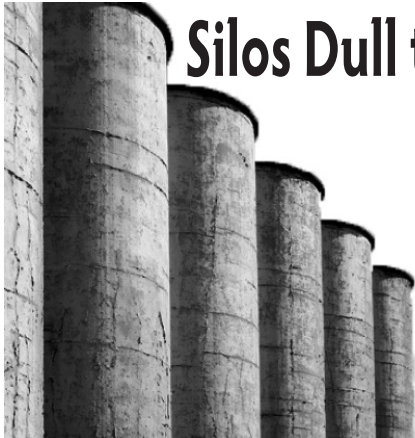


Leaders FORUM

Fall 2012

President's Message...

Silos Dull the Educational Landscape



“Son, you haven’t touched your vegetables.” My dad was right and I didn’t intend to touch them until after I had consumed all the salad, meat, and potatoes... in that order. I ate each portion individually and hated it when the peas or corn would sneak over into the potatoes. There was safety, security, and definition in my world in the mid to late 1950’s. There was good and evil, issues were black or white, democracy or communism, the Baltimore Catechism or sin. Problems could always be solved in 60 minutes (or less if you subtracted time for commercials) and if anyone ever thought of invading South Dakota, we would all retreat to the safety of our Civil Defense Fallout Shelter, which was stocked with water, blankets, cans of Spam, flashlight, and transistor AM radio, which would somehow announce the all-clear signal at some point later in time.

We built silos in those days to protect what we valued from outside influences. Each farm had at least one silo to safely store the harvest and protect it from wind and weather. Some silos were made of steel, some of concrete, and even a small number

of deep blue AO Smith Harvester silos were made of fiberglass, but they were quite pricey. If silos were built strong and sturdy, farmers would have confidence that their grain or silage would last throughout the harsh winter and their herds would have feed until the next growing season. Each silo stood tall and proud. Never would a farmer consider storing different crops in the same silo, because mixing corn and wheat would only damage or diminish the value of the crop or render it useless.



Jim Hess
MASA President and
Superintendent
Bemidji Area Schools

In American 20th Century education, we built strong silos too. We called them curriculum, grade levels, and schools. We attempted to keep math from touching science or language arts. We kept first graders separated from third graders and the sky would likely fall if an eighth grader were allowed to learn next to a tenth grader. Students who lived south of the tracks were taught in their neighborhood school while folks on snob hill had their own (much better equipped and much newer) school. Formal and informal silos dotted the educational landscape for the better part of a century.

Silos Dull...
Continued on Page 5

AS ADVOCATES FOR CHILDREN, MASA shapes and influences the State and Federal education agenda, serves as the preeminent voice for public education, and empowers all members through high quality services, support and professional development.

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Executive View...

2012-13: Off and Running!



Gary Amoroso
Executive Director
Minnesota Association of
School Administrators

Another school year has begun. The excitement of what may be for our students fills the air. Also, the challenges that may present themselves remain in our minds. I want you to know that the staff at MASA and I stand ready to serve you in your journey to provide each

student in your district with a high quality education.

We continue to implement the MASA Strategic Plan. Areas of emphasis for this year include: improving MASA infrastructure that will allow member participation in activities from their home district, reviewing and modification of the MASA committee structure and creation of resources that will be accessible to our members on a “real time” basis.

I want to thank all of our business partners for continuing to provide support and service to MASA and our members. With your assistance we are able to provide engaging and thought-provoking professional development opportunities.

November 6th is election day! I hope you have an opportunity to interact with the candidates running for the various offices. Find out what their stances are regarding educational issues that are important to your district and you. For those running a levy or

bond election, I wish you the best. Please let me know if I can assist you in this very important endeavor. The MASA Website has a page entitled “Referendum Response”. This page provides resources that can be used to combat organized opposition to your question(s).

I want to personally invite you to the annual MASA Fall Conference. The conference will kick-off with the MASA Foundation golf tournament on Sunday afternoon. The conference will begin on Sunday evening and run through Tuesday noon, October 2nd. We will be at Madden’s in Brainerd. This will be a wonderful opportunity to learn and rekindle friendships. Registration materials are available on the MASA Website.

As you begin a new year, ALWAYS remember the impact that you can have on your school district community. I think Paul Houston, former Executive Director at AASA, said it well: “Leadership is about inspiring and conspiring with others to make the community and children better. It is about loving them and leading them”.

My wish is that each of you has a rewarding and enjoyable 2012-2013 school year! Please feel free to contact me at (651) 319-1211 if I can be of service.

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

Leaders Forum

Fall 2012

Volume 47, Number 1

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MASA'S Newest
Member Service!

eMarket

MASA is excited to introduce its new member service, the eMarket. The eMarket is a place for members to post their district's gently used furniture, equipment and supplies for sale. Contact Jeanna for more information or to post items.



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Legislative News...

Looking to November



Valerie Dosland
EWALD
MASA Lobbyist

"All 201 seats across Minnesota are up for election this year."

opportunity to talk to voters and love to hear from voters. Elections also provide you a good opportunity to educate candidates about your issues as they relate to your school district and the students you serve. Remember, you can influence the outcome — every vote counts.

2012 brings another election year and a great opportunity for you to connect with your local elected officials running for re-election and new candidates running for the first time. This election cycle, both the State House and Senate are up for election – all 201 seats across Minnesota. And, for a number of reasons, there is a record-number of legislators retiring which means new faces running for public office.

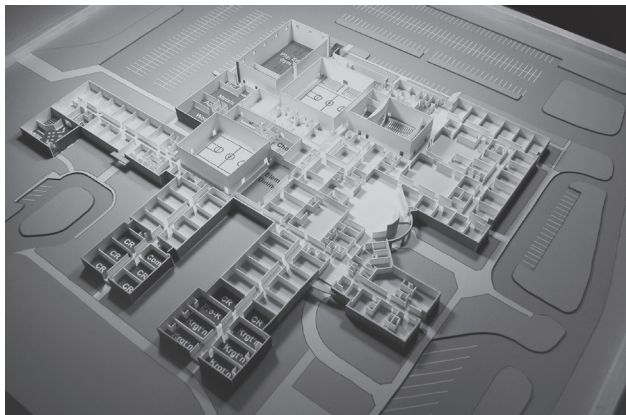
This summer and fall, without the pressures of legislative session, provides you a good time to get to know your candidates and take the opportunity to educate them about your interests and concerns.

Why should you pay attention and get involved in elections?

It is an excellent way to get your voice heard. Candidates seek every

How to get your issues heard?

Discuss your issues when a candidate is campaigning in your neighborhood, at your door or on the phone. Respond to legislative updates, candidate surveys and online polls on candidate Websites. Attend a candidate forum, town hall meeting, or neighborhood coffee. Ask the candidates questions about your issues and concerns. Seek out the candidates -- call or email the candidate and tell them about your school district and your legislative concerns. Invite candidates to tour your school district. Learn about the candidates -- check out their Websites, read their campaign literature and local media coverage. Know your issues so you are prepared to discuss them with the candidate when you see them in your community. Lastly, and most importantly, do not forget to vote November 6.



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School Districts: at Minnesota Schools Jobsite Online, you can

- Post jobs
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The Jobsite's applicant site streamlines the hiring process for both school districts and applicants. Applicants for licensed positions complete an online screening form that member districts can use to electronically screen applicants according to their own criteria.

Applicants may post their credentials (transcripts, license, letters of recommendation, etc.) to the site.

For most school districts, the annual subscription cost is less than the cost of advertising just one position in the newspaper. And the jobsite postings and applications are available 24 hours a day, 365 days a year. Rates are determined according to district size.

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Silos Dull...

Continued from front cover

You know the rest of the story. In the later part of the 20th Century, Steve Jobs, Bill Gates, and several others started a tsunami of change through advances in technology. Since then the tall, sturdy education silos have been flattened by strategies of collaboration, integration, articulation, desegregation, differentiation, animation, and globalization.

Thomas Friedman, in his international best seller, *The World is Flat*, explained this concept of flattening of the world at the dawn of the 21st Century and what it means to countries, companies, communities, and individuals and how we can and must adapt. He asserts the United States has always depended on the inventiveness of its people in order to compete in the world marketplace. He argues the strengthening of STEM curriculums in the American education system is our best bet to remain a world leader and global power.

When MASA members gather, a careful observer can detect that same Jobs/Gates attitude about innovation in Minnesota schools. Curt Tryggestad launched a huge initiative in Little Falls using iPads rather than traditional textbooks for students. Jay Haugen, in Farmington, has fostered a thirst for technology with his staff so that by the end of the next year every student in his district will have a hand-held device for learning which will essentially bring about a truly individual curriculum for each learner in his district. Far from tech-savvy and lovingly called a technology Neanderthal by my daughters, I've personally pushed the technology envelope by installing "mobile hot spots" on Bemidji activity buses and route buses which have long

passenger ride times. Through this effort we have effectively extended the learning day and opened doors for increased connectivity and productivity for students.

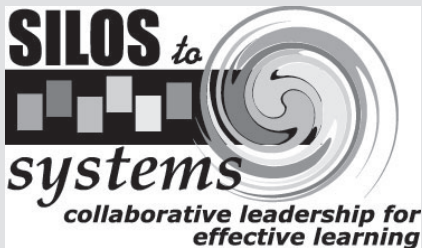
As bells sound announcing the 2012-2013 school year, school cafeterias will likely serve children on lunch trays with separate compartments for fruit, vegetables, main course, milk, and silverware. Children who live on the plains will still see strong and tall silos along the country landscape, protecting the previous harvest. Education leaders in MASA will have a choice to erect new silos to isolate that which should be connected or perhaps retreat to previously constructed silos of thought and action. **Bold MASA leaders will confidently attack silos with wrecking balls and jackhammers as they flatten the educational landscape and create new networks to communicate, educate, and improve quality of life through innovation.**

Please read this edition of the MASA Newsletter which highlights several innovative approaches members and their districts have taken to remove unproductive, artificial barriers and expand opportunities for student success.

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

REGISTER TODAY!



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. There will be opportunities to network with colleagues to improve the efficiency and effectiveness of your

education community. **Leave with a plan to bring the message back to your home district or school along with resources for implementation,** including Andy Hargreaves and Michael Fullan's book *Professional Capital, Transforming Teaching in Every School.*

If you are new curriculum leader, be sure to attend **"Curriculum 101"** on Wednesday afternoon. This three-hour session is free to participants attending the fall conference, but you must register to attend!

Who should attend:

- Curriculum Directors, Leaders and Coordinators
- Superintendents and Assistant Superintendents
- Building Administrators
- Special Education Directors
- Teachers in Leadership Roles

You will want to be at this event with your team! **Registration information is available on the MASA Website.**

Curriculum Column... Little Falls' Alignment Journey

EDUCATIONAL VOCABULARY
ESSENTIAL LEARNER OUTCOMES
STANDARDS



Christina Bemboom, Director of Special Education and
Barbara Muckenhirn, Director of Teaching & Learning
Little Falls Community School

“This process has allowed us to begin to focus our discussion on how to create a continuum of services that supports student learning across the district instead of focusing on which silo is responsible for which student.”

To state the obvious, good instruction is good instruction. Understanding that every district has a unique journey to improving instructional resources and programming, this is a bit about our journey in Little Falls that may parallel some experiences of other districts. The district needed to align more closely to required standards, but wanted to avoid moving through steps of alignment that would have no meaning to teachers or have any actual impact on instruction.

We could not align to standards unless we had a clearer picture of what our actual curriculum was. Therefore, we had to take a step back in order to move forward.

The first step was to identify the most essential vocabulary at each grade level, in each subject and secondary course. Those essential vocabulary words are terms and concepts that students really must have a solid understanding of at the end of the course or grade level. Teachers pondered the question, “What are the essential vocabulary and essential outcomes that we are striving for in each subject area and at each grade level?” Our experience had been that the answer to this question in each situation was not as clear as it needed to be in order for teachers to prioritize instruction. Answering the question allows teachers to discuss the most critical learner needs for grade level or course success. This step leads to discussion of how and where standards are addressed, as well as allowing us to determine if there are critical standards that are not addressed in our system. Once the vocabulary lists are completed, each term is reviewed for its alignment, or connection, to standards or benchmarks.

The second step is to identify five essential learner outcomes for each grade level and course and align the essential

vocabulary terms and concepts to those essential outcomes. Once that is done, the essential outcomes are aligned to standards and benchmarks. There are then subsequent steps and teachers can begin asking, “What are the common assessments across classrooms to assess progress toward these essential outcomes?” If we know the learning targets we are striving for and where students are relative to those targets, we know that we can improve and focus our instructional efforts to arrive at those targets.

So what does this mean for special education? Our intention is that, as we are clearer about our instructional targets that are grounded in state standards and benchmarks, our IEP goals should support those instructional targets or provide requisite skills for students to access or approximate those targets.

The process described here has allowed us to begin to focus our discussion on how to create a continuum of services that supports student learning across the district instead of focusing the discussion on which silo is responsible for which students. The silo mentality provides educators with a degree of comfort if that is the system they are most familiar with, but it does not provide assurances of common learning goals for students, nor does it provide any indication of how well those goals are achieved. Increasing achievement for all is a noble and high goal for which to strive, but we will not get closer to it without a clear plan for what students need to know most and how we will know when they know it. This process provides much needed clarity about what the essential learning targets are so that special education, as well as general education, teachers have better information when designing instruction and providing support.

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INNOVATION...

A Look Inside the Commissioner's Collaboration Toolbox



Brenda Cassellius
Commissioner of Education
Minnesota Department
of Education



Fostering a culture of collaboration and innovation is one of my core values as an educator and a leader. Over the past year and a half, we've come a long way at the Minnesota Department of Education (MDE) in our efforts to break down silos, share work across divisions and challenge our thinking about how to better support school leaders, teachers and districts. The result has been a renewed commitment to providing improved customer service – all with an eye to getting better outcomes for every Minnesota student.

Creating culture change isn't a one-time deal. It requires sustained effort and a clear message about priorities. One

tool I use to help promote and sustain our ongoing efforts to create a better MDE is a "Check In" message I send to staff each Monday morning. These weekly notes have been the genesis for great discussions and new ways of looking at old problems -and have even inspired MDE team members to submit guest check ins.

Below is a "Check In" from a few months ago that illustrates how we're thinking about innovation at MDE these days. Let me know what you think. Better yet, send your check in thoughts to mde.commissioner@state.mn.us.

Commissioner's Check-In

"My job is not to be easy on people. My job is to take these great people we have and to push them and make them even better."

–Steve Jobs

Recently, we lost one of the greatest innovators of our generation. Steve Jobs was a visionary who sought to be the best in everything he did, and who changed the world in the process. Surely, each of us has been touched by his life, whether it is the computer we work on, the phone we communicate with, or the movies we watch with our children or grandchildren. His legacy of excellence and innovation set an example to learn from and to emulate—especially for educators.

At the age of 20, Jobs invented the Apple Macintosh and made his first fortune. A new computer platform and a

revolutionary animation company named Pixar followed. I'm not a student of Apple, other than to know they are ahead of the game when it comes to products unmatched in design, innovation and functionality, but I am a huge fan of Pixar Studios. In fact, my dream job would be to work at Pixar. Why? Because I believe Pixar is everything that's right with corporate culture. It is team-based. It recognizes high performance. It rewards creativity and innovation, and pushes employees to be the best they can be. The company culture is one of fun, of never settling for second best, and knowing that the journey toward our goal together is as important as the final destination. Most inspiring is the relentless commitment to honesty and strategic feedback embedded in their "continuous improvement mindset." Critiques are always given in the spirit of adding value to the work, to the team or to the individual.

That connection and team spirit is what creates a focus on excellence. Schools (and agencies) would be wise to study Pixar and how they're able to create and maintain a culture of excellence.

Late in his life, Steve Jobs said, "Here's to the crazy ones. The misfits. The rebels. The troublemakers. The round pegs in the square holes. The ones who see things differently. They're not fond of rules. And they have no respect for the status quo. You can quote them, disagree with them, glorify or vilify them. About the only thing you can't do is ignore them. Because they change things. They push the human race forward. And while some may see them as the crazy ones, we see genius. Because the people who are crazy enough to think they can change the world are the ones who do."

Sometimes excellence requires a little "craziness." It requires us to move out of our comfort zone and be willing to take risks to go beyond what is considered "normal." That's where we'll find the sweet spot - the exact place where the next innovative idea that can change the world is just waiting to be discovered.

Make it a great week!
Brenda

"My job is not to be easy on people. My job is to take these great people we have and to push them and make them even better."

–Steve Jobs

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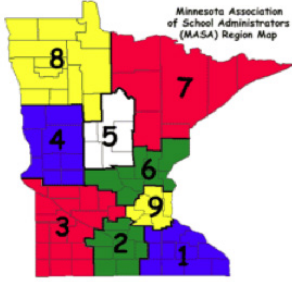
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Regional Leadership...



The Grapevine Shouldn't Be Your Region's Communication Tool

Psst, did you hear about... is the last way superintendents need to be in contact with each other regarding professional events, activities, and actions taking place within their MASA Region. And, as pervasive as Twitter, Facebook, LinkedIn and texting are, these too are not the best communication tools for superintendents to get the word out as a professional group.

Good professional communication among superintendents is hard work and time consuming. As unique as each MASA Region is, a quick scan of MASA Region communication efforts indicate the common thread of the best communication effort is a combination of old-fashioned, face-to-face meetings mixed in with the use of e-updates through e-mail.

Region III in southwest Minnesota implemented a Flexible Learning Year (F.L.Y.) effective with the 2010-2011 school year. The communication and planning effort to get 25 school districts in southwest Minnesota on the same page to create a common calendar was a monumental task. MASA membership within the region met for years in advance which included on-going group e-mails in an attempt to plan, receive MDE approval and actually implement F.L.Y.

Other MASA Regions, including Region VII in the northeast Arrowhead region of Minnesota and Region VIII in northwest Minnesota, cover a large area. Because of geographical size, both regions divide themselves into three or four districts (or sub-regions). Meetings with superintendents within each district may take place as a means to: reduce travel time, discuss a common agenda specific to that area (such as participation in a Vocational or Spec. Ed. Co-op) or to reduce time out of the office.

The role of the nine Service Cooperatives throughout the state play an important part in MASA membership communication. For example: Lakes Country, Northeast, and the Northwest Service Cooperatives, as well as the National Joint Powers Association in Region V, all hold administrative forums anywhere from quarterly to monthly for MASA members within their region. The forums provide MASA members the opportunity to communicate and network on the most recent administrative topics (eg: Whitewater Learning Online Professional Development) and issues which are on the horizon (eg: Principal and Teacher Evaluation) for school district leaders.

Each MASA Region has a representative on the MASA Board of Directors. This person has a responsibility to "take back" to his/her region membership items which the

board of directors discuss as top organizational items (eg: legislative Platform) during board meetings. The region president or region representative also needs to have a positive relationship with Service Cooperative leadership to assist in developing and/or setting the tone for administrative forums sponsored in-part by the service cooperative. The MASA Website also has a page dedicated to each region where leaders are encouraged to post upcoming meetings, meeting notes, photos, communication, etc.



Larry Guggisberg
Region VIII Representative
and Superintendent
Roseau Community Schools

No doubt, MASA members have developed and continue to work towards improving communication efforts that work for their part of the state and work for the benefit of its members and that of course is good for public education in Minnesota.



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Legal Issues...

Bullying Prevention Update



Tim Palmatier
Education Law Attorney
Kennedy & Graven, Chartered

“While your school’s anti-bullying policies will remain a work in progress until the state legislature enacts new laws, schools are well advised not to wait to make changes”

and the “creation of policies and practices that enhance communication among and between school personnel, students, parents, and communities” on strategies to address bullying.”

At this point, it is unclear what statutory changes will be adopted in light of the Task Force’s recommendations. However, it appears that significant statutory changes are imminent. It is also expected that schools will be required to modify and incorporate a number of specific components into their anti-bullying policy. These requirements will likely include:

1. A clear definition of bullying.
2. More specific reporting procedures.
3. Prompt investigation and intervention requirements
4. Record keeping requirements.
5. Establishment of effective sanctions and restorative practices.
6. Consideration of counseling/mental health referrals for victims and perpetrators.

Current Minnesota School Boards Association (MSBA) Model Policies already incorporate many of the components

The potentially detrimental effects of bullying between youth have been well reported on over the past several years. This has resulted in increasing calls for change at local, state and federal levels. In Minnesota the laws addressing bullying in the school have come under significant scrutiny at both state and federal levels. The U.S. Department of Education ranked Minnesota’s bullying statute at the bottom in terms of its scope and specificity when compared to the 46 other states with anti-bullying laws. In response, Governor Dayton established the Task Force on the Prevention of School Bullying to provide recommendations on how existing laws can be changed to more effectively provide safe and welcoming schools.

On August 1, 2012 the Task Force issued its findings and recommendations. The Task Force, among other things, has called for: the adoption of a clear “operational definition” of bullying; the development of “clear and consistent baseline policies to address bullying”;

recommended by the Task Force. Therefore, adoption of the MSBA Model Policy with certain modifications will meet many of the standards articulated by the Task Force. While your school’s anti-bullying policies will remain a work in progress until the state legislature enacts new laws, schools are well advised not to wait to make changes. In addition, to policy modifications the following steps should be considered:

- Increased staff training in recognizing & responding to potential bullying.
- Training/outreach to parents regarding anti-bullying.
- Integrate anti-bullying instruction into curriculum at early ages & throughout.
- Establish and consistently communicate clear reporting guidelines.
- Designate a “bullying” specialist to conduct investigations.
- Notify Parents of incidents and be proactive to situation (document communications).
- Do not limit investigations to complained of situations. Where there is actual knowledge, an investigation should be done.
- Make bystanders responsible/accountable for reporting or intervening.
- Take decisive action to confirmed acts of bullying (restitution, instruction/counseling for bully).
- Take corrective measures to assist the victim.
- Be careful not to blame or overly burden the victim (e.g. moving the victim in response to bullying).
- Encourage Parents to monitor computer and social media to report incidents of bullying.

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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MASA Foundation Grants Available!

The MASA Foundation will provide up to 10 grants to members this year for professional development experiences that you would not be able to access through your district or that are unique learning opportunities. Grants can range from \$500-\$750. To apply, simply submit a one page summary of your intended experience and either mail or fax it to the MASA offices or email Gary Amoroso, and the Foundation Grant Committee will consider it in a timely manner.



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Minnesota Association of School Administrators (MASA) and Springsted Incorporated Presents...

SCHOOL FINANCE ELECTIONS A COMPREHENSIVE PLANNING MODEL FOR SUCCESS

School Finance Elections: A Comprehensive Planning Model for Success is a workshop based on the book of the same title authored by our presenters. The workshop's content represents a marriage of research and successful practice, emphasizing systems and strategies rather than specific campaign tactics and allowing school leaders to elevate their thinking to a more comprehensive and long-range vision of election planning.

This workshop will be beneficial to school districts planning an initial operating, bond or technology referendum, or to those coming back for another try after a lost election. It will also feature invaluable strategies in preparing for and conducting a school finance election.

WORKSHOP INFORMATION:
Monday, November 12, 9:30 a.m. to 4 p.m.
Venue at Cray Plaza (formerly Galtier)
380 Jackson Street, Third Floor
Saint Paul, MN 55101

*Registration information can be found on the
MASA website: www.mnasa.org.*

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2012 MASA Fall Conference..



September 30 - October 2
Madden's on Gull Lake
Brainerd, MN

"... making innovation a priority is not the same thing as making it happen. All too often, innovation becomes nothing more than a buzzword or a bumper sticker—the management theme du jour—that receives a lot of reverential rhetoric ..." (Peter Skarzynski)

As leaders of learning, we envision a future in which all students are prepared for success in the global economy, where adaptive educational systems respond to the diverse needs of learners with customized, meaningful learning experiences, and where communities value and support lifelong learning. We see the potential of emerging technologies, the impact of skilled assessment and instruction, and the need for flexible systems that can respond to rapid, pervasive change. We often express the need for "innovation," but do we truly understand how to move beyond the rhetoric? Join your colleagues at the MASA Fall Conference and explore innovative leadership. What is the future of education? It starts with a vision!

Visit the MASA Website for more information and registration materials.

*Thank you to our Major
Conference Sponsors:*

**Johnson Controls, Inc., and
National Joint Powers Alliance**

Preliminary Program

Sunday, September 30

(Registration open 11 am - 5 pm)

- 9 am - 4:15 pm • MASA Great Start Workshop II
- 11:30 am • Foundation Golf Tournament
- 5 - 8 pm • Dinner & Wine Tasting
- 7 - 10 pm • Welcome Reception

Monday, October 1

(Registration open 7 am - 3 pm)

- 7:30 am - 1:30 pm • Exhibits Open
- 7:30 - 8:30 am • Continental Breakfast in Exhibit Halls
- 8:30 - 10 am • Keynote Speaker: Peter Skarzynski
- 9 - 10 am • Partners' Coffee
- 10 - 11 am • Refreshments Available
- 10 am - 1:30 pm • Choice Sessions
- 10 am - 1:30 pm • Futuristic Salon
- 10 am - 1:30 pm • 21st Century Classroom
- 10:15 - 11 am • Breakout Sessions I
- 11 am - 1 pm • Lunch Buffet
- 11:15 am - 12 Noon • Breakout Sessions II
- 12:15 - 1 pm • Breakout Sessions III
- 12:30 - 1:30 pm • Dessert Buffet
- 1:15 pm • Prize Drawings
- 1:45 - 4 pm • General Session - One Voice
- 4:30 pm • Evening Walk
- 6 pm • Dinner & Wine Tasting
- 7 - 10 pm • President's Reception

Tuesday, October 2

(Registration open 8:30 am - 12 noon)

- 7 - 9 am • Continental Breakfast
- 9 - 10:15 am • Keynote Speaker: Wayne Kazmierczak, MASA Richard Green Scholar
- 10:30 - 11 am • MASA and MCPE Annual Business Meetings & Service Recognition
- 11 am - 12 Noon • General Session: Making Meaning
- 12 Noon • Lunch Buffet

Member Service...



MASA's 2012-13 Professional Assistance Team (P.A.T)

A very important part of the work of MASA is to provide outstanding service to the members of the association. Besides a strong professional development component, MASA wants to stand ready to help members as they navigate the many complex situations that they face on a day-to-day basis.

The job of leadership in public school systems is very complex and filled with difficult situations regarding personnel, parents, communities or school boards. To that end, MASA has established a five member Professional Assistance Team (P.A.T) to help members across the state.

Each of the MASA Professional Assistance Team Members are highly experienced school leaders with a reputation for being able to navigate complex situations. While P.A.T. members have a geographical designation, you may contact any of them as you seek assistance. The members of the 2012 -13 team are listed below.

The Professional Assistance Team members will take confidential calls and contacts from any MASA

member. The only case in which information may be shared is in the event that a situation is complex enough that you may require legal assistance and will be directed to the Executive Director of MASA.

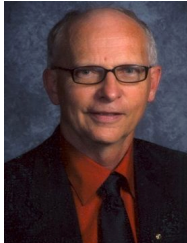
What kind of help can you receive:

- Answers to questions regarding your role as a superintendent
- Advice on how to handle specific situations involving the community, school board(s), employees, students, operational situations
- Communication issues

The Professional Assistance Team is one more way in which MASA is seeking to serve the members of the association so that they can be successful leaders of Minnesota's K-12 schools. We look forward to serving you as the next year begins!

The MASA Foundation is proud to sponsor the P.A.T. program and hopes MASA members will take advantage of this resource whenever the need arises.

Northern Area



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Cell: (218) 640-0267
Home: (218) 346-3197
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Metropolitan Area



Patty Phillips
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Home: (651) 735-1772
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Metropolitan Area

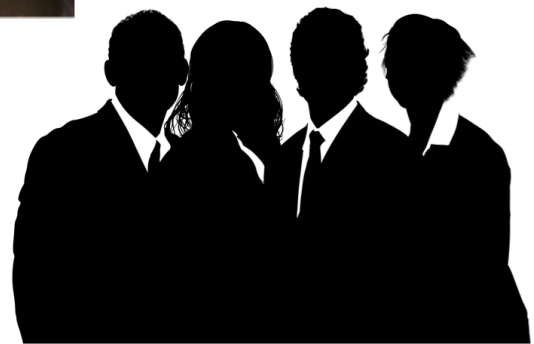


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Southern Area



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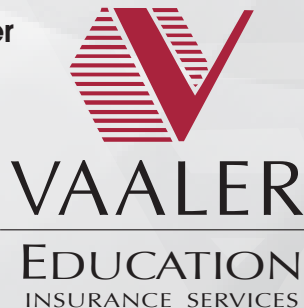
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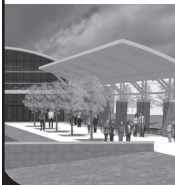


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CPR in Schools: Make Your School and Community Safer

Eighteen year old Jamie LaLondec was working in the Mall of America when she collapsed. She had suffered cardiac arrest and none of the 16-20 year-olds knew CPR around her. Fortunately, trained mall security quickly performed CPR and applied an AED. Jamie survived.

It is a startling fact that each year approximately 300,000 persons in the United States experience an out-of-hospital cardiac arrest (OHCA); approximately 92% of those individuals die, making it the number one cause of death for adults in America.

Sudden cardiac arrests in schools are often well documented and covered by news agencies. In 2009 alone, four Minnesota high school students suffered an OHCA event, three on school property. Nationally, cardiac arrest occurs in 1 out of 111 schools annually with both students and staff.

Fortunately, many Minnesota schools have already taken steps to equip their school with AEDs, train their staff, and occasionally train their students in CPR. All four students in 2009 survived thanks to these measures. In addition, by 2014 all Minnesota school districts will be required to include CPR in the 7-12 grade curriculum.

However, teaching an entire student body CPR is no small matter. If you have not yet put your CPR program in place or are examining your current program, there are a few common barriers you are likely to face:

- **Cost** – It is no secret that school budgets need some resuscitation and CPR programs aren't necessarily inexpensive. If you try to train a staff instructor, expect to pay upwards of \$1000 for training, manikins, materials, and other expenses. If you hire an outside instructor, cards can cost upwards of \$30/student.
- **Time** – A traditional class can take 4-6 hours. Factor in disruptions, setup and teardown each day, and repetition. It is common for a CPR component to take two weeks in a health class.
- **Change** – CPR guidelines change every 5 years. Instructor status needs to be renewed and staff turnover can uproot a system. The program is going to take some work to maintain.

But don't let these challenges discourage you from maintaining or implementing your student CPR program. Partnerships with local firefighter and police stations can result in free access to instructors and training resources. You can also find grants that are available to purchase supplies and train staff. Also make sure to ask around your staff, you never know who might already be a certified instructor. In addition, you can use the "Student CPR" program from ProTrainings, a free, full-service CPR program for your students. To learn more, visit www.studentcpr.com or e-mail studentcpr@protrainings.com.

Written by Tyler Accardi, ProTrainings

REGISTER TODAY!

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



Come kick off the MASA Fall Conference by participating in the annual MASA Foundation Golf Tournament. Mark your calendar for **Sunday, Sept. 30th**. The tournament will be held at

Pine Beach West Golf Course in Brainerd with a shot-gun start at 12 Noon. Registration materials are available on the MASA Website.

See you in Brainerd!

A graphic designed to look like an open book with a black border. The left page features the text "MASA's what we are READING" with a small image of a green tablet. The right page contains a paragraph of text. The overall design is clean and professional, using a color palette of red, yellow, and black.

MASA's
what we are READING

What We Are Reading is an online resource offering information, inspiration, and conversation about books. Each month, the blog will feature a

book, including a review, complete with book notes and discussion questions. Are you looking for a book study resource for your leadership team? Teaching a class that may benefit from being part of this conversation? Simply love to read and reflect? Here is a blog site for you!

Invest MN..

Economics of Education

Quality schools are the best investment we can make for the future.



Shari Prest
Ark Associates

Often, especially in uncertain economic times, we think of our schools more in terms of how much public education costs rather than how much it contributes to our prosperity. In fact, our public investment in schools significantly influences our future economic success.

Early Childhood Education

The return on the investment in early childhood education is between \$8 and \$16 for each \$1 invested, depending on the quality

of the program and the specific children included.

High School

A high school graduate is likely to earn about \$7,000 more per year than a non-graduate.

Post-Secondary

A person with a college bachelor's degree will earn an average of \$21,000 more annually than a high school graduate.

To quantify the monetary value of a public education, Virginia Beach City Public Schools in Virginia hired an economist to develop approximate monetary values of their school outcomes, including: 1) the economic value of degrees awarded by public schools; 2) the reduction of future public costs associated with graduates of public schools; and 3) the economic impact on local wealth of successful public schools. The findings were compelling. Their investment in public schools is associated with the following:

Increased property values of between \$2.8 and \$9.5 billion

Increased lifetime earnings of each graduation class of \$800 to \$900 million as a result of earning a high school diploma.

Reduction in public crime costs and public health costs of between \$260 and \$280 million (in 2011) when compared to those who do not complete high school

Increased local wealth wherein every \$1 spent in the district's operating budget resulted in another 53 cents spent in the regional economy. Likewise, every job in the school district was associated with an additional 0.64 regional jobs. Similar results were found for the capital budget. Every \$1 dollar spent was associated with another 55 cents spent in the regional economy. Every \$1 million spent in the capital budget was associated with 12.6 regional jobs.

Taken from "Quantifying the Successes of Public Schools," Michael L. Walden, Economist, and James Merrill, Superintendent of Virginia Beach City Public Schools, School Administrator, June 2012

The current school funding structure fails to address some key issues. For example, what resources are required to meet a standard of educational adequacy and/or excellence? How do we define academic adequacy or excellence? Which quality of public education does Minnesota want? Does the public have a shared understanding of the "basic funding formula" and the difference between per pupil unit (PPU), average daily membership (ADM) when calculating revenues? Should inflation be calculated using the consumer price index (CPI) or the implicit price deflator index (IPD)? How do we measure outcomes and identify the value of them? Each of these issues is a piece needed to complete the puzzle and build consensus around school funding and policymaking.

In a Minnesota 2020 (MN2020) survey, conducted at the end of the 2010-2011 school year, 93% of superintendents answered "no" when asked if the current education funding model is good for schools. They believe the current system is underfunded, too dependent on local property taxes, and does not promote continued or improved quality.

The 2013 basic education funding formula provides \$5,224 per pupil unit. That means that nearly every Minnesota school district will receive less state aid, after adjusting for inflation, per-pupil unit in 2013 school year than the districts did in 2003 (using the IPD index). According to the Minnesota Department of Education (MDE), state aid to school districts has dropped in the past ten years by 13.3% after accounting for inflation.

To analyze the authentic costs and outcomes of our schools, one must also look at the context within which today's teachers teach and students learn including diversity, socioeconomics and accountability.

Diversity – In the last ten years, student diversity has increased and the number of minority students has risen 7.7 percent to a total of 26.2% of the students in our schools. Also, as of 2009 14.5% of Minnesota students required special education services.

"In a Minnesota 2020 survey, 93% of superintendents answered 'no' when asked if the current education funding model is good for schools."

Economics...

Continued on Page 19

Economics...

Continued from Page 18

Socioeconomics – The number of children living at some level of poverty as measured by participation in free and reduced lunch programs has risen 10% since 2002, now including about 37% of public school students.

Accountability – Costly mandates, standards, testing, curriculum, and public expectations have expanded, often without the resources to support them.

There is no “black hole” in education spending. According to usgovernmentspending.com and the U.S. Census Bureau, 31 states spend more money as a percent of their Gross Domestic Product (GDP) on education than does Minnesota.

After adjusting for inflation, school revenues have decreased over the past ten years. According to the U.S. Census Bureau 2009 data, Minnesota ranked 46 among the 50 states in the amount they spend on school administration.

We rank 19th in average teachers’ salaries even though the quality of our teachers ranks among the top in the nation. Minnesota learners exceed national achievement scores in National Assessment of Academic Progress (NAEP) fourth- and eighth-grade testing in reading and math and national

graduation rates according to the Federal Education Budget Project, New America Foundation.

Although funding for education is less about dollars and cents than it is about our students and our futures, it is significant to note that the monetary return on our investment is as real as the human return.

For further Minnesota Department of Education school budget information go to:

Minnesota Department of Education. “District Revenue FY 2003 - FY 2013 End-of-Session 2011,” August 10, 2011

HYPERLINK "http://education.state.mn.us/MDE/Accountability_Programs/Program_Finance/Forecasts_Governors_Budget/index.html"

Note: The Minnesota Department of Education uses the Implicit Price Deflator as an inflation calculation. Its numbers are pegged to 2003 dollars

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*A copy of the Fund's Information Statement may be obtained by calling 1-888-4-MSDLAF or is available on the Fund's website at www.msdlaf.org. While the MSDLAF+ Liquid Class and MAX Class seek to maintain a stable net asset value of \$1.00 per share and the MSDLAF+ TERM series seeks to achieve a net asset value of \$1.00 per share at its stated maturity, it is possible to lose money investing in the Fund. An investment in the Fund is not insured or guaranteed by the Federal Deposit Insurance Corporation or any other government agency. Shares of the Fund are distributed by **PFM Fund Distributors, Inc.**, member Financial Industry Regulatory Authority (FINRA) (www.finra.org) and Securities Investor Protection Corporation (SIPC) (www.sipc.org). PFM Fund Distributors, Inc. is a wholly owned subsidiary of PFM Asset Management LLC.*

Professional Development...

MASA Professional Development: Plans for this Year and the Years to Come



Lynne Kovash, 2011-12 Executive Development Chair and Superintendent
Moorhead Area Public Schools

An important priority of MASA's member service is a strong commitment to professional development for all members. It is MASA's intention to provide meaningful opportunities for professional growth that build professional capacity, enhance collegial networks, and inspire excellent practice. The MASA strategic plan echoes this pledge:

By 2014, MASA will deliver a multi-tiered system of professional development that meets the individualized learning goals of all members.

To that end, MASA will:

- allocate sufficient resources to build internal and external capacity to meet the professional development needs of all members. and
- research, develop and implement the components necessary to deliver multi-tiered professional development.

The strategic plan Action Planning Teams developed

a number of steps toward implementation of these goals, and the staff, leadership, and the Executive Development Committee have begun working on those. Some of the steps include the adoption of the Learning Forward Standards for Professional Learning (learn more at <http://www.learningforward.org/standards>), an assessment of staff capacity, a technology audit to determine resource availability for differentiated professional development delivery, and an appraisal of MASA's organizational structure to make certain that leadership is aligned in a way that supports goals. Staff continues to identify and build strategic partnerships to support professional learning, and this fall committee work will begin to research alternative models, execute a component group-specific needs assessment, and explore the feasibility of offering a significant cohort experience. Staff has also begun plans to enhance MASA's mentorship of our newer members and build an "information central" collaborative resource on the MASA Website.



Each year, the MASA Executive Development Committee works to identify and address members' professional learning needs, and, in addition to working on strategic outcomes, the committee will continue to support conferences, workshops, and other means of delivering opportunities for professional growth.

The MASA Knowledge Network

Later this fall, MASA members will receive a survey asking you to identify topical areas where you might be willing to assist your colleagues. This will be published online as a directory for reference by your colleagues who are looking for advice, assistance, or just conversation on a particular topic. Are you a finance expert? Have you been involved in a building project and are willing to share your knowledge? Do you have special expertise in instruction, technology, or assessment? This tool will be a resource for sharing our collective expertise.

Conferences and Workshops

MASA has a strong tradition of excellent conferences and workshops. Make sure to plan to attend the Fall Conference (September 30 - October 2 at Madden's in Brainerd) and the Spring Conference (March 14 & 15 at the Marriott Minneapolis Northwest – formerly the Northland Inn – in Brooklyn Park). Our conference theme this year is Innovation, It starts with a vision. We are grateful to our major conference sponsors, Johnson Controls, Inc., and National Joint Powers Alliance (NJPA), as well as the many MASA Business Partners who support these significant events.

We hope you are planning to take a team to the 2012 CLM Fall Conference: Silos to Systems - Collaborative Leadership for Effective Learning (November 14 – 16 at Cragun's in Brainerd). At this event we will explore frameworks for collaboration leading to improved education systems. Our keynote speaker, Andy Hargreaves, will present a concise and compelling framework for change that

Professional Development...
Continued on Page 21

Professional Development... Continued from Page 20

integrates teacher professionalism, community engagement, government policy and accountability.

The Great Start Workshops support administrators new in their positions by providing skill development that is particularly useful in the first year of practice. Sponsored by Springsted, participants are invited to attend cohort sessions, as well as to participate in the monthly virtual meeting, the Great Start Check-In.

Other workshops will be offered as in-person stand-alone days, such as the upcoming School Finance Elections, A Comprehensive Planning Model for Success (Monday, November 12, 2012, see the MASA web site for information).

MASA is proud of our events supporting school leaders who are women. Last July, our second annual Legends Conference was a great success, and we plan to offer our fourth Ruth's Table event, an annual conversation among practicing and aspiring education leaders who are women, March 13 (the day preceding spring conference) at the Marriott Minneapolis Northwest.

Online Learning that Provides Minnesota Continuing Education Credits

MASA is proud to partner with Whitewater Learning® and TIES to provide an affordable online library of high-quality professional development modules. Developed by education leaders, the modules are in alignment 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.

ExpertEase

This fall, we are featuring a new online resource for MASA members. Watch for a notice about ExpertEase, a catalogue of short (about an hour) online videos on a variety of topics. Through MASA's partnership with Infinitec, the ExpertEase videos are hosted on the Infinitec Website and are available to all MASA members without cost. (Other Infinitec videos are accessible to those who also have an Infinitec membership.) These videos are perfect for just-in-time learning, and they also provide certification of participation, which will be an advantage to MASA members renewing their teacher and administrative licensure.

Regional Support

Minnesota is a large state, and access to regional professional development is important. MASA's strategic plan includes using technology to deliver and share resources, as well as to support local initiatives, such as financial support for regional initiatives, a mentoring program for new members (which will be enhanced through the strategic plan), and through the efforts of the Professional Assistance Team.

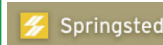
Thank You

Finally, we would like to thank everyone who plans and executes this ambitious resource for our members: the Executive Development Committee (chaired this year by Curt Tryggestad, Superintendent in Eden Prairie), our MASA Board of Directors, and our staff. We look forward to working with all of our members as we go forward on behalf of MASA's mission and vision for strong leaders providing leadership in school districts.

A Professional Development Opportunity Especially for New (or Newer) Superintendents, sponsored by Springsted, Inc.

Great Start Workshops

Series of 4 Workshops • Various Locations • Whole Day Format



In our Great Start Series, you will receive information and develop practical skills designed to help you be successful right away in your first year of your new position. Each month you will also be invited to participate in the Great Start "Check-in" by joining in on an online discussion lead by MASA's Regional Leadership Teams. This program provides a great opportunity for participants to meet their regional leadership teams, build their professional network and discuss any issues they are currently facing while navigating their first year. All MASA members in new (or newer) leadership roles are welcome to attending.

2012-2013 Workshop Schedule

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, Marriott Northwest, Brooklyn Park

Registration materials available on the MASA web site: www.mnasa.org

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Aimee Ranallo
Associate for Leadership Support
MASA

MASA's mission statement reads, "AS ADVOCATES FOR CHILDREN, MASA shapes and influences the State and Federal agenda, serves as the preeminent voice for public education, and empowers all members through high quality services, support and professional development."

To fulfill MASA's mission statement and meet the needs of our members it is important we provide a strong line of communication,

whether it be with a weekly eUpdate, quarterly newsletter or daily Facebook post. A continuous stream of information for feedback, conversations and relationship building will continue to allow MASA, our members and our business partners, to serve as the "preeminent voice for public education".

communication model and over the past couple of months we have begun to implement a few changes we are very excited to share with you!

Previously, MASA sent a bi-weekly eUpdate newsletter on Thursday, and on the opposite week, a bi-weekly "Take 5 with Gary" video blog. In an effort to communicate more efficiently with our members, we have condensed both pieces into one weekly communication, the MASA eUpdate. Thursday's eUpdate will now include a message from Gary in a written blog or Take 5 video format, as well as other timely information such as association news, professional development opportunities and save the dates to keep our members connected and informed. We value our members' time, therefore, MASA's eUpdate has been reformatted for quick navigation! If you have missed any of our weekly eUpdates, they are available on the MASA Website in the Publications drop-down menu.

During our strategic visioning process, we received great feedback and suggestions regarding our previous

Friend Us...

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Stay Connected
MASA Website
Gary's Blog
Follow MASA on Facebook
Follow MASA on Twitter

Member Services
MASA Jobsite
What We Are Reading Blog
MASA Foundation
Professional Assistance Team (P.A.T.)
August, MN

Association News...
Register Today! MASA 2012 Fall Conference
Sept. 30 - Oct. 2, Madden's, Brainerd
Register for the MASA's 2012 Fall Conference, Innovation: It starts with a Vision. Registration materials are available on the [MASA website](#). You can also register online at: <http://www.eventzilla.net/web/event?eventid=2138967026>. Our keynote speaker Peter Skarzynski's book *Innovation to the Core* is featured on the July 4 post of the MASA book blog, "What We Are Reading."

Introducing MASA's eMarket
MASA is excited to introduce it's newest member service, the [eMarket](#). The eMarket is a place for members to post their district's gently used furniture, equipment and supplies for sale. Contact [Jeanna Quinn](#) for more information or to post items.

Professional Development Opportunities...
Register Today! MASA 2012 Fall Conference
Sept. 30 - Oct. 2, Madden's, Brainerd
Register for the MASA's 2012 Fall Conference, Innovation: It starts with a Vision. Registration materials are available on the [MASA website](#). You can also register online at: <http://www.eventzilla.net/web/event?eventid=2138967026>. Register by Friday, Sept. 14 to receive a reduced rate!

EduTech MN 2012 Showcase
Monday, Oct. 8, 2012
The EduTech 2012 Showcase will give education technology focused

Introducing MASA's New eUpdate Design.

Our members gave us great feedback during last year's strategic planning survey. Our new format should no longer be altered or distorted by a district's email server. The condensed format is also much easier to navigate. Below we highlight some of our favorite new eUpdate features...

- MASA's Mission Statement will now be included on all literature that leaves the MASA offices.
- Every week Gary's message will be the feature of our eUpdate. We encourage you to interact with Gary on his blog with your questions or suggestions.
- The Association News section will identify any MASA information we feel our members should be aware of such as new services or upcoming conferences.
- The Professional Development Opportunities section will include MASA's upcoming conferences and workshops as well as other organizations events. This section will also feature a Whitewater Learning online module spotlight.

Other eUpdate sections include:
Member Memos: Here you will find information submitted by other educational organizations that are not related to professional development, including MDE and business partners.
Notes on the News: This area will highlight the week's educational newspaper articles of interest.
Save the Date: A short list of upcoming events will allow you to plan your sometimes hectic calendars!

Friend Us...

Continued from Page 22

At the end of March 2012, there were 901 million monthly active users on Facebook staying connected with friends and family, organizations and businesses, discovering what's going on in the world and sharing what matters to them. The number of active social networking users will only continue to grow, therefore MASA has made a conscious effort to strengthen our social networking content on both the MASA Facebook and Twitter accounts. We will feature daily posts on hot topics in education, upcoming professional development opportunities, organization reminders, event photos and much more. MASA would like to encourage our members to follow us on Facebook and Twitter to stay connected not only throughout the school year, but during our conferences, workshops and events.

As the 2012-13 school year continues, we want to encourage you to share your thoughts and suggestions with MASA on our updated communications model. We also ask you to continue to share updates from your districts and businesses you feel would be beneficial for our membership to learn about. With a stronger line of communication and a focused, cohesive approach, MASA can continue to empower our members with a common message and strengthen relationships with our members, other Minnesota education associations and policy makers!



Infinitec

infinite potential through technology

The mission of Infinitec is to advance independence and promote inclusive opportunities for children and adults through technology. We are a member-based organization currently supporting school districts in Illinois, Kansas, Minnesota, Georgia.

Infinitec offers four pillars of service:

Training and Education includes online professional programs, with **paraprofessional required trainings** and testing for credit.

Information Services consists of extensive web and hard copy assistive and instructional technology resources, including a new **database analysis system for selection of mobile device apps**. An additional innovative resource is InfiniTEXT, a searchable, online accessible instructional materials collection which provides access to over 11,000 digital text files for qualified K-12 students with print disabilities.

Access to Expertise includes access to highly experienced technical assistance staff.

Equipment Services includes discount purchase programs for hardware and software.

**Questions? Contact Mary Bettlach
at mbettlach@ucpnet.org**

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Calendar of Events...

2012...

September

29 - 30

MASA Board of Director Meeting
Madden's, Brainerd

30

MASA Foundation Golf Tournament
Pine Beach West, Brainerd

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

12

School Finance Elections
Venue at Cray Plaza, St. Paul

14-16

CLM Conference
Cragun's Resort, Brainerd

22-23

MASA Offices Closed

December

5

MASA Board of Directors Meeting
MASA Offices, St. Paul

6

MASA Great Start Workshop III
MASA Office, St. Paul

24-25

MASA Offices Closed

31

MASA Offices Closed

2013...

January

1

MASA Offices Closed

February

21 - 23

AASA National Conference on Education
Los Angeles, CA

March

13

MASA Board of Directors Meeting
Marriott, Brooklyn Park

13

MASA Great Start Workshop IV
Marriott, Brooklyn Park

13

At Ruth's Table
Marriott, Brooklyn Park

14 - 15

MASA/MASE Spring Conference
Marriott, Brooklyn Park

29

MASA Offices Closed



PLEASE RECYCLE THIS NEWSLETTER



1884 Como Avenue
Saint Paul, MN 55108

Stay Connected to MASA!

Follow MASA your way! Whether you like traditional Websites, blogging or social media, you can stay connected to the Minnesota Association of School Administrators!



MASA Web site: www.mnasa.org



Facebook: In search box, type MASA-Minnesota Association of School Administrators



Twitter: @MNAssocSchAdm



Gary's Typepad Blog: Voice of MN Education

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