

Leaders FORUM

Summer 2011

How Time Flies

The old saying “how time flies” is something that is said when time passes very quickly, often so quickly that you are surprised. For me, the 2010-11 school year has gone at warp speed. As I look back, there have been exciting and productive times, challenging events that test leadership skills, and great opportunities to set new directions for how we educate the students we serve. One of my highlights has been the privilege of serving as the MASA President. I want to thank you for this opportunity. It has truly been an honor to be the president of such an outstanding organization. As my year as president draws to a close, I would like to make several observations about our organization.

First, we have been blessed with extraordinary direction and leadership from our staff. Charlie Kyte, our retiring executive director, is widely known as one of the most influential educators in the state of Minnesota. In addition, the staff of Mia Urick, Stephanie Kastanos, Jeanna Quinn, Aimee Ranallo, Deb Larson, and Rachel Anderson does an unbelievable job of meeting our needs.

Second, I think that MASA continues to meet the key directions set by our membership. As an organization, MASA:

1. Serves as the voice of public education in the state of Minnesota;



Jeff Olson
MASA President and
Superintendent
St. Peter Schools

2. Works effectively with other Minnesota education groups such as MSBA, EdMinn, MASSP, and MESPA;
3. Provides quality membership service in the areas of staff development, mentoring, and professional assistance;
4. Maintains a strong “legislative voice” at both the state and national levels; and
5. Enjoys tremendous support from our business partners.

Finally, MASA is in good hands in terms of our new leadership. Kelly Smith as our incoming president and Jim Hess as our president-elect are outstanding educators who have the vision and commitment to continue to move our organization forward. And I am very excited about the energy and passion of our incoming Executive Director, Gary Amoroso. I am confident that Gary will continue to keep MASA focused on the directions set by our members, and he will help us see new directions and possibilities as we navigate our way through turbulent and challenging times as school leaders.

I wish you all the best as you prepare for the upcoming school year. Once again, thank you for allowing me to be the MASA President.

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LEADER'S NOTES

Farewell From Charlie Kyte

11 years with MASA

I am trying my hardest to slip away from MASA without too much fanfare. However, Mia and the staff are holding my feet to the fire and helping me to recognize that my leaving and the arrival of Gary Amoroso as the new Executive Director is deserving of some attention and celebration. I understand, but am a somewhat reluctant participant. One assignment they have given me is to write a farewell article for our newsletter. So here it goes...



Charlie Kyte
Executive Director
Minnesota Association of
School Administrators

My time at MASA has spanned 11 years beginning in July 2000. I was fresh off of 12 years as Superintendent of the Northfield Schools, 26 years as a School Administrator and beginning my 32nd year in the field of education. I was exhilarated to have a chance to serve the public schools of Minnesota in a state level position.

As I look back over these 11 years I found much more to be positive about in terms of the work of the leaders of our education systems. I have also slowly grown in my concern of the changing attitudes of the public and elected officials toward public education.

The two additional things that the Board of Directors asked me to do when I was hired was to create a much stronger public face for MASA and to become a strong advocate for public education in the Minnesota Legislature. These were both changes that I embraced with enthusiasm. I have enjoyed a constant interaction over the years with the media and with the many officials that work in state government.

MASA interacts constantly with the media. Both the major newspapers in the state and many of the regional newspapers come to us for information

on stories involving public education.

The work at the Minnesota Legislature required a steep learning curve for me. Much of the inner workings at the Legislature and the Governor's office have to do with building relationships with individuals. It's not just the elected officials but also the staff behind the scenes that are there year in and year out that you have to get to know and build relationships with. Much of the work during the

legislative session is convincing legislatures to modify their ideas and have these ideas be more workable for schools.

One of the most satisfying pieces of legislation that I was involved with over the years was the repair to the Minnesota public employees pension systems. MASA worked closely with TRA, PERA and the state system to develop a plan to have these systems, which were not in good financial shape during the past deep recession, to do a repair job.

The repair included convincing employers, local units of government, and school districts to systemically increase their contributions over four years into the pension plan. Likewise, we had to convince employees to increase their contributions into the plan. Retirees who agreed to have the growth of their pensions frozen for two years made the biggest sacrifice. This change from 2.5% growth per year to zero for two years results in all pensions in Minnesota being 5% lower in the future than they would have been otherwise. It was with this shared sacrifice of pensioners, employees, and employers that we were able to pass the repair bill so

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Farewell...

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that the pension systems in Minnesota can be headed back towards a strong funding base.

In light of the criticism of public pensions nationwide and changes in our elected officials this repair of the Minnesota pension plan would have been nearly impossible had it not been done in 2010. It took nearly two years to bring the process to completion but we can be proud that in Minnesota the pension program for employees is more fiscally sound than almost anywhere else in the nation.

I would also like to reflect personally on my family life during this time that I have served at MASA. It was at the beginning of this 11-year stretch that my daughters were married and they began to have children. Currently, we have four grandchildren ages 8, 6, 4, and 3 years old. We enjoy them immensely and Dianne and I are looking forward to spending more time with them.

While I look forward to retirement I do plan to stay busy with some consulting work in the next couple of years. I also look back with great fondness for the time the members of MASA allowed me to serve as their Executive Director. While there have been some difficult moments, overall it has been a satisfying and rewarding experience.

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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POINT OF VIEW

This Summer, Take Time to Reflect, Refresh and Renew

I received my first official duty as President-Elect of MASA several days ago. I was asked to write an article about the importance of relaxing, refreshing, and renewing ourselves this summer so we are ready to face the challenges of a new school year. I told my wife about this assignment and she started laughing. “Good luck,” she said, “You know nothing about this and haven’t taken a vacation in years.” I swallowed hard and admitted she was right. With all the budget adjustments, employee negotiations, legislative briefings, school board meetings, and student activities, it’s been difficult to squeeze in much down time for myself or my family. I will try to do better this summer.



Jim Hess
2011-12 MASA
President-Elect and
Superintendent
Bemidji Schools

Perhaps I should listen to Joe Mauer, all star catcher for the Minnesota Twins, who courageously tells us in song there’s simply more to do in Minnesota from Ada to Zumbrota. However, my favorite Twins commercial involves a plaid shirted Jim Thome walking a big blue ox down a corridor at Target Field. It kind of reminds me of Bemidji. I think the Twins may need us this summer so check your schedule and consider enjoying one of the most beautiful major league ballparks in the country and rooting for our Twins. Even if they don’t win you will be able to relax, refresh, and renew at that picturesque site.

With 10,000 lakes in Minnesota I believe I’m going to try to see a few more with my Ranger boat this summer. In the past five years I have competed in a “Walleye League” sponsored by a local bait shop. Each Thursday, 15 two-person teams gather at Tabor’s Bait Shop and we draw the name of an area lake out of a hat. We then scurry off to the lake and try to catch walleye. At 9:30 p.m. we bring our catch to the dock to be weighed. We can weigh four fish and earn points each week that count toward the “fish-off” at the end of the summer. The four teams with the highest point totals from the different leagues fish two more times for cash prizes. For the first few years of league competition, I caught a lot of vegetation from area lakes... and was given serious consideration for membership in Olive Garden’s fishing team to help meet the worldwide demand for never-ending salad bowls. Being somewhat competitive, I can’t say this brand of fishing is completely relaxing, refreshing, or renewing, but I can say I don’t think about many school issues when it’s league night and my line is in the water.

WHAMMY! POOF! EUREKA! I’ve found it! Now it is more clear to me what this article is all about. I am supposed to get you as MASA members to relax, refresh, and renew this summer.

I researched the “importance of vacations” and found the following reasons for taking vacations by Elizabeth Scott, M.S. (and this has to be factual since it came from Google!)

- **Vacations Promote Creativity:** A good vacation can help us to reconnect with ourselves, operating as a vehicle for self-discovery and helping us get back to feeling our best.
- **Vacations Stave Off Burnout:** Workers who take regular time to relax are less likely to experience burnout, making them more creative and productive than their overworked, under-rested counterparts.
- **Vacations Can Keep Us Healthy:** Taking regular time off to ‘recharge your batteries’, thereby keeping stress levels lower, can keep you healthier.
- **Vacations Promote Overall Wellbeing:** One study found that three days after vacation, subjects’ physical complaints, their quality of sleep and mood had improved as compared to before vacation. These gains were still present five weeks later, especially in those who had more personal time and overall satisfaction during their vacations.
- **Vacations Can Strengthen Bonds:** Spending time enjoying life with loved ones can keep relationships strong, helping you enjoy the good times more and helping you through the stress of the hard times. In fact, a study by the Arizona Department of Health and Human Services found that women who took vacations were more satisfied with their marriages.
- **Vacations Can Help With Your Job Performance:** As the authors of the above study suggest, the psychological benefits that come with more frequent vacations lead to increased quality of life, and that can lead to increased quality of work on the job.

Continued on Page 5

Teachers' Job Loss Can Be Especially Difficult

Once again this year we are seeing hundreds of teachers being placed on unrequested leave. Many of them will not be recalled and will need to find work in other occupations. While it is difficult for anyone in any occupation to experience a job loss, teachers experience a couple of unique challenges when they become job seekers outside of education.

The first is that many people who work in education see their work as a life's calling and define themselves as teachers, making it especially difficult to reframe a professional identity in another field. While many people with generalists' educational backgrounds may envision a variety of professional roles, a teacher is a teacher. The best teachers practice with a passion that is particularly difficult to transfer to another pursuit.

A second problem is that many teachers, while losing their jobs, are still on recall lists. As a result, employers are sometimes reluctant to hire teachers

who have been laid off as they suspect, and many times rightly so, that when the next education job comes along their employee will leave the new job to return to teaching. This subtle but very real bias makes job-seeking teachers subject to an obstacle to employment that may or may not be real.

At a time when the public dialogue around education is focusing on the need for excellence in teaching, many of our very best teachers must leave the field due to the financial constraints of the current school economy. Hopefully, they can find fulfillment as well as an income in other occupations, and that some day they can find their way back to an adequately and securely funded classroom.

- Written by Charlie Kyte
Executive Director, MASA



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Reflect, Refresh, Renew... Continued from Page 4

• Vacations Relieve Stress in Lasting Ways: It should come as no surprise that vacations that include plenty of free time bring stress relief. That means that vacations are the gift to yourself that keep on giving. The bottom line is that taking a good amount of time away from the stresses of daily life can give us the break we need so that we can return to our lives refreshed and better equipped to handle whatever comes our way.

However, you choose to have fun this summer, take a photograph of the occasion. Please send your digital photo to me at my email address jhess@bemidji.k12.mn.us and I will put them together for our fall conference in Duluth. Whether it is a photo of you landing a lunker walleye or northern pike, or simply catching a cute little pan fish, snap a photo. If you are fortunate to get to a Twins game, travel anywhere in or out of state or just enjoying quiet time at a lake cabin, snap a photo and send it to me. Without your photos, you might be exposed to my photos which might lead to stress, insomnia, loss of productivity, and overall dismay. It will be fun to see how MASA members relax, refresh, and renew because I see how hard we all work in our positions and realize how important it is for us to have balance in our lives.

The Outcome of the Legislative Session

I am writing this article on about the tenth of May and may well be completely wrong by the time the Governor and the Minnesota legislature come to an agreement on a budget on this next biennium. It is looking unlikely that the legislature and the Governor will be able to come together by the ending date of the regular session on May 23. More than likely there will be negotiations going on behind the scenes in June and then an agreement reached either right before the end of June or in the beginning of July. It is on July 1 that the government at the state level must shut down if a new budget is not enacted.



Charlie Kyte
Executive Director
Minnesota Association of School Administrators

At the heart of the disagreement between the legislature that is controlled by the republicans and democrat Governor Dayton is a resolution to the budget problem. Overall, Minnesota is facing a \$5.5 billion shortfall for the 2011-13 biennium. The legislature has been adamant about closing this shortfall with cutbacks in the size of state government. The Governor on the other hand wants much of the shortfall to be resolved with increased taxes on the wealthiest citizens.

Cutting back is a problem for the republicans. As of the beginning of May they have identified \$5.5 billion in cutbacks. However, \$1 billion of those cutbacks are highly suspect and are disputed by the accountants at the MN Department of Management and Budget.

The Governor is also finding huge resistance to increasing taxes on the wealthiest people in our society. The argument is that these people own the businesses and are the job creators, and by taxing them excessively some will move away and others will not expand their businesses.

Thus, compromise may lie in a smaller amount of revenue being raised to close the actual budget gap but to be done so by plugging many tax loopholes (which do often serve the wealthiest among us) and possibly adoption of some forms of gaming or an expansion of the sales tax.

Since education is such a large part of the budget, it is likely that some policy changes will come from the K-12 education sector. I suspect that the Governor will not

approve a voucher system, a very complex teacher evaluation system or simplistic grading for our schools. However, he might agree to changes to early childhood education and in scholarships for students finishing high school early. If the details can be worked out, he possibly, might agree to adopt a statewide teacher evaluation system.

From the standpoint of MASA we are hopeful that the legislature and the Governor can come to some agreement to make changes to the tenure and seniority laws. If we want real reform to happen we need to have the ability to place the

right people in the right positions and also make sure that high performing staff remain in our schools. Some will resist these kinds of changes but it is possible that the Governor and the legislature will come together on some of these issues.





In regard to funding for K-12 education, I still stand by an earlier prediction that the real funding for education will be left largely unchanged. While there may be some shifts between school districts, most school districts will receive approximately the same amount of money they received in the past. Any gains will be targeted for specific areas such as investing in early childhood education.

Now we can simply wait and see. As you are reading this article you can possibly chuckle and comment on how far off Charlie was in his predictions. Or you might see me as a wise person predicting beforehand what would actually happen.



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Probationary Period Warrants Caution

Many questions arise about the probationary period for teachers under Minn. Stat. §122A.40, subd. 5 or “Minnesota Continuing Contract Law.” Many of the questions surround how the probationary period ends and how continuing contract rights begin. This article addresses yet another twist on this “transition.”

Many districts do a ceremonial granting of “tenure” for teachers who are nearing the end of the probationary period. However, Minn. Stat. 122A40, subd. 5(b) allows that school districts may provide notice of non-renewal to a probationary teacher in writing any time prior to July 1. What might happen if a board changed its decision about granting tenure continuing contract rights after the ceremony but prior to July 1?

Recently the Minnesota State Court of Appeals addressed this very situation. A school board passed a resolution in the Spring of 2010, listing those teachers who would have continuing contract rights the following August at the start of the 2010-2011 school year. After the probationary teachers had each been notified of the Board action, one probationary teacher who had been “granted tenure” was alleged to have engaged in misconduct on the job. The district successfully passed a board resolution prior to July 1, rescinding its prior resolution as to the employee in question and non-renewing her contract. *Orcholski v. Indep. Sch. Dist. No. 197*, 2011 WL 1743877 (Minn. App. May 9, 2011).

The teacher complained to the Court of Appeals that the board had waived its right to non-renew through July 1 when it took an earlier action “granting” her continuing contract status. Education Minnesota argued that the board’s June non-renewal of the teacher was so inconsistent with its prior resolution “granting tenure” that it arose to a waiver of the board’s authority to non-renew as a matter of law.

The school district argued that the board’s considerable authority to non-renew probationary teachers cannot be waived without a knowing and voluntary relinquishment arising to an actual or implied intent to waive its authority. The board retained the authority to non-renew through June 30



Susan Torgerson
Attorney
Kennedy & Graven, Chartered

because it had not given up that right. Also, the board’s first resolution clearly stated that the teacher’s status would not change until the following school year began.

The court agreed that such an important school board authority may only be waived in a knowing, voluntary and intentional manner. No facts existed to suggest to the court that the board intended to waive its right to non-renew the teachers if that was accomplished properly prior to July 1.

In the particular case, the events which led to the decision to non-renew the teacher occurred after the board’s first resolution but prior to July 1. The union had argued

that the board could only terminate the teacher for cause once it had acted to grant her continuing contract rights.

The court noted that the entire Teacher Tenure Act must be read together. Such a reading, the court stated, does not support the conclusion that termination for cause is the exclusive method of terminating a teacher in this situation, when the board acted to non-renew her contract prior to July 1.

Finally, the court noted that in the prior two teaching years, the teacher had been given a written notice of assignment after the beginning of each school year. This had not yet occurred for the upcoming school year when the board acted to non-renew the teacher in June. In a footnote, the court suggested that acceptance of an assignment was acceptance of a contract by the teacher. The implication may be that if a notice of assignment or written contract is given to a probationary teacher prior to July 1, following year three of the probationary period, the result could differ.

Conclusion. Because misconduct allegations or other concerns can arise within several weeks’ time, districts should not convey or communicate continuing contract rights to teachers earlier than necessary. Any ceremonies, representations or board resolutions addressing the end of the probationary period are best made after the statutory authority of the board to non-

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available on the MASA web site -- [http://www.
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See you in Duluth!

Probationary Period... Continued from Page 8

renew the teacher has passed. It would also be legally helpful to reserve the authority to non-renew through July 1 in any earlier communications which indicate that a continuing contract is likely.

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.

Susan E. Torgerson is an education law attorney with the law firm of Kennedy & Graven, Chartered. For more information, please contact her at (612) 337-9300 or www.kennedy-graven.com.

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Jack Almos,
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Candance Raskin,
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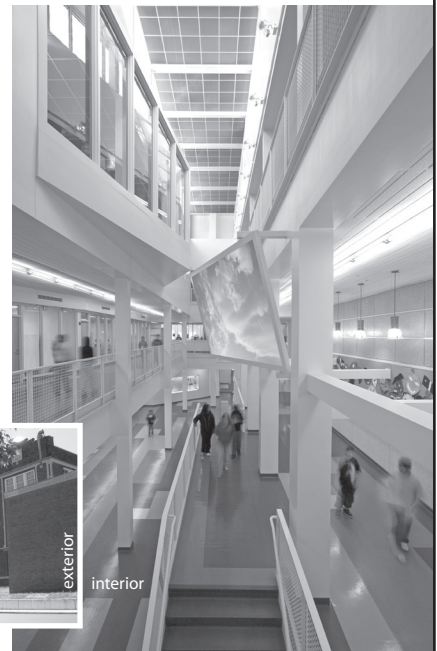
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ANNOUNCEMENTS

Gary Amoroso Will Lead MASA



MASA is pleased to announce that Dr. Gary Amoroso will become the association's Executive Director beginning July, 2011. Dr. Amoroso currently serves as Superintendent of the Lakeville Area Public Schools (ISD #194) in Lakeville, Minnesota.

Dr. Amoroso will replace Dr. Charles Kyte, who is retiring after eleven years in the role

of MASA Executive Director.

"I am excited by the opportunity to serve in this role," says Dr. Amoroso. "The need for strong leadership from our school leaders at this time is paramount. We have the tools, the knowledge, and the fortitude to facilitate change that will meet the need of students, even in these challenging times. My goal is to provide visionary leadership to the organization and move it to the next level in serving as the prominent voice in public education and providing relevant services to members."

Dr. Amoroso's background includes a wide range of experiences at both the school district and state levels. He has been a teacher, assistant principal, principal, director of educational services and human resources, and, for the last fifteen years, a school superintendent. He has been active in the statewide and national dialogue on educational policy issues, working with a variety of groups to promote and support public education. An accomplished presenter, Dr. Amoroso has spoken before numerous education and civic groups in addition to serving as an adjunct professor in Educational Leadership for Minnesota State University, Mankato.

As an MASA member, Dr. Amoroso served as the organization's President (2009-10). Prior to his tenure as a board officer, Dr. Amoroso represented the Twin Cities' metro region on the MASA board. He also served as MASA Federal Advocacy Committee Co-Chair, travelling to Washington, DC to support MASA's federal policy interests in Congress. Since 2005, he has also volunteered his time and expertise as a Trustee to the MASA Foundation, an organization that supports the development of professional practice in school leadership.

"These are not easy times for educators," states MASA President Jeff Olson, "and choosing a leader for our statewide organization is a critical task that can have a great deal of impact on the quality of education in our state. We feel confident that Gary has the skills, experience, and enthusiasm necessary to lead, not only MASA, but the public dialogue about our schools and our children's future."

In his ten years as Superintendent in Lakeville, Dr. Amoroso strategically led an expanding district that, during his tenure, grew from a small suburban district to an award winning school system serving approximately 11,200 students with nine elementary schools, three middle schools, two high schools, an Area Learning Center and two Community Education facilities. On state mandated accountability tests Lakeville ranks 1st in both math and reading proficiency of the 10 largest districts in the state, and experienced the 5th largest performance gain of the 48 metro districts.

Before becoming Lakeville Superintendent, Dr. Amoroso was Superintendent of the Pewaukee Public Schools in Pewaukee, Wisconsin, from 1996-2001. From 1990-1996, Dr. Amoroso served the schools in Sussex, Wisconsin as a high school principal and as Director of Educational Services and Human Resources. In Oshkosh, Wisconsin, he was a middle school principal and a high school assistant principal. Dr. Amoroso's teaching background is in social studies.

Dr. Amoroso received his Ph.D. in Educational Administration from the University of Wisconsin, Madison, in 2004. He holds a specialist's degree in Educational Administration and a master's degree in Education Administration and Supervision, both from the University of Wisconsin, Milwaukee, and a bachelor's degree in Broad Field Social Studies and History from the University of Wisconsin, Whitewater.

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. •

Learn a New Tech Skill This Summer: VoiceThread: An online tool helps school leaders communicate

This summer, consider adding VoiceThread, an online communication and collaboration tool, to your professional repertoire as a school leader.

VoiceThread (voicethread.com) lets you easily create a multimedia slide show that holds images, documents and videos, and allows others to navigate slides and comment via text, audio or video.

With VoiceThread, you can greatly expand your ability to communicate with:

- parents
- public
- staff

VoiceThread can also be used as a classroom tool to allow students to collaborate.

Educators can use the free basic level of VoiceThread simply by signing up for an account. The basic account includes up to three saved individual projects and unlimited commenting on projects. This means you can always add a VoiceThread if you delete an obsolete one. A paid account offers the ability to save an unlimited number of projects as well as several enhanced features. School and district subscriptions are also available.

VoiceThread is simple to use. Review the steps below or view this VoiceThread (learntech.ties.k12.mn.us/VoiceThread.html) that demonstrates the steps:



Cara Hagen
Education Technology
Consultant
TIES

1. Create an account at voicethread.com. You need an e-mail address.
2. Create a script or outline of what you want to say.
3. Upload the elements of your presentation, such as:
 - Webcam video of yourself
 - Charts
 - Slides from a presentation
 - Video on YouTube
 - Photos
4. Comment using voice, text or audio on each element of your presentation. You can also draw on the presentation as you go, circling things of importance.
5. Choose whether to allow others to comment or not. Comments can be moderated. You can preview and approve comments before others can see them.
6. Share by linking to VoiceThread or sending an e-mail with a link. You can also embed VoiceThread in a web site.

Explore VoiceThread this summer and discover just how you can collaborate and communicate with your community.



View a short video on how easy it is to create a VoiceThread by scanning this QR Code or linking to learntech.ties.k12.mn.us/VoiceThread.html.

MASA and MDE present ...

The Back-to-School Conference
Tuesday - Wednesday, August 9th - 10th, 2011
Northland Inn Hotel

Join us for the annual Back-to-School Conference for superintendents on Tuesday, August 9th. MDE updates, great speakers and a chance to network with your colleagues are all a part of the agenda.

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!

Stay Connected to MASA!

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



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Charlie's Typepad Blog: Voice of MN Education

TRANSITIONS

On the Move: Retirees and District Changes

Retirees (By Region):

Bob Stepaniak, Faribault Schools
Bruce Montplaisir, Lewiston-Altura Schools
Stan Slessor, Red Wing Schools
Richard Meyerhoffer, Zumbrota-Mazeppa Schools
Randy Grupe, GHEC and Martin County West Schools
James Madsen, Eagle Valley Schools
Ron Bratlie, Northland Community Schools
Wally Schoeb, Walker Hackensack Schools
Jack Almos, Hinckley-Finalyson Schools
John Haas, Holdingford Schools
Keith Dixon, Duluth Schools
Charles Rick, St. Louis County Schools
Brent Gish, Red Lake Schools
John McBroom, Shakopee Schools
Tom Nelson, Stillwater Schools

Congratulations on your retirement!

District Changes (By Region):

Todd Sesker, Cannon Falls Schools to Faribault Schools
Corey Lunn, Montgomery-Lonsdale Schools to Stillwater Schools
David Marlette, Tracy Schools to Watertown Schools
Tamara Uselman, Perham Schools to Bismark Schools
Mary Donohue-Stetz, Rothsay Schools to Walker-Hackensack Schools
Gregg Allen, Osakis Schools to Mesabi East Schools
Bruce Jensen, Kittson Central Schools to NW/SC
Mitch Anderson, Wauban-Ogema-White Earth to Perham Schools
Daniel Parent, Win-E-Mac Schools to Northland Comm.
Paul Stremick, Centennial Schools to North Dakota
Craig Menozzi, New Prague Schools to Iowa
Gary Amoroso, Lakeville Schools to MASA
Karsten Anderson, Watertown-Mayer Schools to Red Wing

Congratulations on your new position!

What does a school district do to find great staff?



Minnesota Schools Jobsite Online is an effective, inexpensive way for school districts to advertise job openings on the internet. Districts can post unlimited vacancies, for all levels of positions, for a small annual fee. People looking for positions can browse those jobs at no cost.

School Districts: at Minnesota Schools Jobsite Online, you can

- Post jobs
- Manage Applications
- All Online!

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.

Visit us on the "net:"
www.mnasa.org

Jobsite Online is a service of the
Minnesota Association of School Administrators
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Voice: 651/645-6272 • Fax: 651/645-7518
<http://www.mnasa.org> • jobs@mnasa.org

Rachel Anderson Says Farewell...

MASA Associate Rachel Anderson is getting a crash course on transition. She recently completed her bachelor's degree in psychology at the University of Minnesota. Then she and her fiancé Mike packed up their house and moved to Seattle, where Mike has relocated as a techno-security specialist for Target Corporation. In September, they will return to Minnesota for their wedding. During her student days, Rachel worked part time with us doing a variety of projects, including editing Charlie Kyte's "On the Road" videos and coordinating the logistics for the MASE New Leaders' training.



We will miss Rachel, but at least we will keep her in the family—Mike's grandfather is Eden Prairie's retired superintendent Jerry McCoy. We wish Rachel and Mike all the best

and we look forward to hearing about their adventures.

Planning to Recover: School Safety

Natural disasters and violent or traumatic incidents are an unfortunate reality for today's schools. While most schools prepare and train staff to respond to an emergency, the planning does not end there. Preparing to recover from an unexpected tragedy is equally important to a school's emergency planning. Knowing the critical elements of recovery and beginning the planning process before an incident occurs helps schools recover more quickly and better restore the learning environment.

Recruit a recovery team

Accounting for all losses requires a team effort. The first step in recovery planning is to assemble a district recovery team. The team should include staff members who have responsibilities and expertise in the four key recovery areas for schools: physical recovery, fiscal recovery, academic recovery and social/emotional recovery. Team members may include individuals from buildings and grounds departments, curriculum and instruction, mental health or student support services, business and finance, communications and administration.

Do an assessment

How does a school know what it needs to recover? Emergency managers in communities assess physical damages and determine losses and repairs necessary to quickly restore community services. School administrators can use a similar process to assess physical damages; however, schools require additional assessments to account for items critical to the academic program and the social/emotional climate. Address considerations in four key recovery areas:

Physical Recovery. Physical recovery considerations require an assessment of the structure and contents of the building. Assessments determine if the building or portions of the building can still be used and also assess costs for clean up. Additional considerations include repairs of affected areas, the resumption of transportation and food services and the possibility of finding temporary sites for relocation of classes and activities if the school is deemed unusable.

Fiscal Recovery. The restoration of critical business functions (e.g. payroll, accounts payable, billing) is a paramount concern for a school's fiscal recovery. Schools must consider plans for expediting contracting for services needed immediately, applying for and administering possible recovery grants, and

tracking expenditures and payments separately for the incident.

Academic Recovery. Academic recovery depends on the physical and fiscal recovery assessments. Determining when school can begin again and what materials and equipment might need replacing are critical elements to consider following an incident. As a school also assesses its social/emotional recovery needs, administrators can determine if modifications will be necessary to the school day.

Social/Emotional Recovery. Recovery from a traumatic incident in a school requires planning for short and long term social and emotional impacts. Students, staff, families and communities are all affected by tragic incidents at a school. Organizing support systems within the district and establishing partnerships with community mental health resources are essential planning elements. Other considerations include periodic assessment of the emotional needs of students and staff, training staff to recognize extreme stress symptoms in children, and dealing with memorials.

Recovery teams who have assessed each of these four key areas can recommend short and long term measures to ensure a more complete recovery.

Communicate, communicate, communicate!

Staff, students and families look to the school's leadership to help them understand what happened and what they should do after a disaster. A school or district communications department or public information officer (PIO) formulates and disseminates accurate and consistent messages about the incident. The PIO also responds to inquiries and concerns and may also help dispel rumors.

Communication needs and resources for recovery change over time. The PIO, along with members of the recovery team and school administration ensure information stays current. The PIO may also take on a leadership role in planning for the anniversary of a disaster or traumatic event.

For more detailed information on recovery planning and other web-based resources, go to the Minnesota School Safety Center web site at www.mnssc.state.mn.us and click on the Recovery section of the Comprehensive School Safety Guide.

*Written by Barb Funkert
School Safety Specialist, Minnesota School Safety Center*

NEWS FROM THE FIELD

Help Pass Minnesota's State Mammal Bill

Nature is so exciting to young children. I offered the experience of several wildlife cams to my children and families. However, none have touched their lives more than the North American Bear Center's (NABC) webcam with the birth of two Minnesota black bears and the daily updates provided by the bear biologists of the Wildlife Research Institute.

For the month of April, we had a Fundraiser/Read-a-thon. This particular group of children had such a passion and love and they knew they were raising money for "their" bears that they read and read and read! A win-win situation! My 23, six year-olds raised \$872 for the NABC. That's a lot of nuts and grapes.

When Jason, one of the newborn cubs, died unexpectedly it was emotionally hard on my children. To honor Jason, we made our own black bears which became personal note cards. We sold those "Beary Special" Note Cards and we earned an additional \$241 for the NABC for a grand total of \$1113. Impressive!

While discussing the bears, we were talking about the Norway Pine, our state tree. I explained the state bird, state flower, and state song. They asked what the state animal was and I found we are one of only four states that do not have a state mammal. Of course, they thought it should then be the black bear.

That's our incredible journey to the filing of a Bill for the Black Bear as Minnesota's State Mammal, and a new civic lesson for my students: how do we make this happen? This voyage into government came from an inquisitive, passionate and thoughtful group of six year-olds! Please help me support these children in their quest to honor the bears they love. Think of the life's lessons they have and will continue to learn because of these wonderful black bears.

The K-12 students in your district can help with community awareness, contacting political officials and signing the petition (anyone and everyone who has an email address can sign our petition). The more signatures accumulated; the more validity for lawmakers. However you see fit, we could use your help. Just think, a small grassroots campaign, where now every student in the state of Minnesota could potentially say they had a hand in making the Black Bear Minnesota's State Mammal a Bill in 2012.

Thank you so much for your support! Sign the petition at: <http://www.thepetitionsite.com/1/Black-Bear-MNState-Mammal/>

*Written by Dana Coleman
First Grade Teacher, Andover Elementary School*



Thank you to our Spring Conference Sponsors!

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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 \$2778.00 to support professional development for school leaders.

ELECTION RESULTS

Congratulations to the following candidates who have been elected to MASA leadership positions. Newly elected leaders participated in a planning session with the full MASA Board of Directors this spring. 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: Jim Hess, Bemidji Schools

Board Members:

- Region 5 - Jamie Skjeveland
- Greater MN Area Service Provider – Jeremy Kovash, Lakes Country Service Cooperative
- Metro Area Special Education – Darren Kermes, MN River Valley/Carver Scott Educational Coop
- Greater MN Area Curriculum – Pam Miller, Buffalo

Minnesota Representative to the AASA Governing Board:

- Dan Brooks, Sauk Centre
- Curt Tryggestad, Little Falls

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

2011-12 Committee Chairs and Chair-Elects:

Legislative Committee

- Todd Sesker, Faribault, Chair
- Joe Brown, Fairmont, Chair-Elect



Jim Hess
Superintendent
MASA President-Elect
2011-2012

Legislative Sub-Committee - Policy

- John Engelking, Proctor, Chair
- Jim Bauck, Eastern Carver County, Chair-Elect

Legislative Sub-Committee - Finance

- Dennis Carlson, Anoka-Hennepin, Chair
- Bruce Jensen, NW/SC, Chair-Elect

Legislative Sub-Committee - Pensions & Contracts

- Kathy Kelly, Columbia Heights, Chair
- Dennis Peterson, Minnetonka, Chair-Elect

Legislative Sub-Committee - Contact

- Paul Brownlow, Verndale, Chair
- Mark Bezek, Elk River, Chair-Elect

Executive Development Committee

- Lynne Kovash, Moorhead, Chair
- Curt Tryggestad, Little Falls, Chair-Elect

Member Services Committee

- Mark Porter, South Washington County, Chair
- Joe Silko, Grand Rapids, Chair-Elect

Nominating Committee

- Chris Sonju, Glencoe-Silver Lake, Chair
- Bob Vaadeland, Clinton-Graceville-Beardsley, Chair-Elect

Federal Advocacy Committee

- Nancy Rajanen, Waconia, Chair
- Wayne Gilman, Crookston, Chair-Elect



Mark Your Calendar!

The 2011 MASA Foundation Golf Tournament is right around the Fairway!

The annual MASA Foundation Golf Tournament is fast approaching. Mark your calendar for **Sunday, October 2**. It will be held at Enger Park Golf Course in Duluth.

See you in Duluth!

Participate in the celebration of the 25th anniversary of the nation's most prestigious awards program for school system leaders...

superintendent of the year 2012

**appreciate
nominate
celebrate**

Information and application materials are available on the MASA web site (www.mnasa.org). Email nominations and applications to members@mnasa.org or mail to 1884 Como Ave, St. Paul, MN 55108. Completed applications are due at the MASA office on Sept. 19, 2011.

Be sure to mark your calendars for the 2011 Curriculum Leaders of Minnesota Fall Conference, November 16-18, 2011 - Cragun's Resort, Brainerd.

AASA Leadership Conference: MASA New Executive Director & President Attend

Each spring AASA hosts a leadership conference for the incoming presidents of the state associations. It is typically held in the city where they will be holding the AASA National Conference on education the following February. This year we were in Houston, Texas and attended on April 27-29.

Three members from MASA attended this conference: Charlie Kyte, the present Executive Director, Gary Amoroso, the incoming Executive Director, and Kelly Smith, Superintendent at Belle Plaine and incoming President at MASA. In each case our spouses were able to travel along with us.

This was an excellent conference as it provided time for the presidents from across the country to meet each other and discuss common problems that they are seeing in public education in other states. It was also an opportunity for the Executive Directors to come together to discuss the workings of AASA and challenges to state level associations.

In addition to the meetings, we were able to build our networks and participate in a strong program of professional development. Finally, we were briefed on the work that is going on at the federal government level and how AASA is working with congressional leaders to shape what may well be the new ESEA national statute governing education.

One thing that was readily apparent is that in spite of all the challenges that we have in Minnesota, the condition of public education is better here than in many other states. We heard from leaders in other states where there are substantial cuts in funding and a significant erosion of citizens' support for public education. In Minnesota, despite the challenges, our K-12 schools still operate reasonably well.



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Bridging the Gaps

Using the calendar gap to narrow the achievement gap



Shari Prest
Ark Associates

Summer is an optimal time to partner with parents and communities to increase learning opportunities and reduce the learning loss that occurs over summer months when schools are closed.

Since our agrarian beginnings, Minnesotans have valued the benefits of summer break from school and the academic calendar. Even though the

practical agricultural reasons for the break have diminished significantly, the traditions and expectation remain. Summer is that carefree time of year when kids run barefoot, play night games, sleep in, stay up late, go on picnics, ride bikes, take moonlight walks, visit with friends and spend way too much time watching TV or playing video games.

Unfortunately, summer vacation is also the time of year when students that do not engage in educational activities experience some learning loss. For low-income students, summer can be academically devastating. The learning gap between advantaged and disadvantaged learners grows by as much as two months of grade-level equivalence in just one summer.

Summer bidders

- According to nearly 100 years of research, most kids score lower on standardized tests in the fall than they did the prior spring.
- Summer loss is most pronounced in math facts, computation, and spelling.
- During the school year, low income children's skills improve at close to the same rate as those of their more advantaged peers. During the summer, their learning loss is greater.
- Most students lose about two months of grade level equivalence in mathematical computation skills over the summer months.
- Low income students lose up to 3 months of grade-level equivalency during the summer.
- Middle income students lose about 1 month of grade-level equivalency over the summer.
- A family's socioeconomic status affects children's achievement scores most when school is closed.
- Middle-class students make slight gains in reading achievement over the summer months while low-income students stay at the same level or lose ground.

- Two-thirds of the ninth-grade achievement gap between lower and higher income youth has been explained by unequal access to summer learning opportunities during the elementary school years.

Both research and experience suggest that the disparity in summer learning results from different levels of student participation in educationally enriching activities. So the question becomes, "How, in times of inadequate financial resources, do we ensure that all students continue to learn during the summer?"

Simple strides

- Provide leadership for leveraging the summer months for continued learning.
- Coordinate with local media, places of worship, cities, etc., to communicate the importance of summer learning.
- Establish expectations and ideas for parents to engage with kids in creative and meaningful ways over the summer months (i.e. cooking and measurements, trips to the library, free zoo day, plants and nutrition, spelling bees, mentor math, mock credit cards, mileage tracking, etc.).
- Support authentic summer access for all learners to libraries, museums, concerts, sports teams, clubs, lessons and field trips.
- Create summer homework packets for all students, the completion of which will be required by all next-level teachers in the fall.
- Provide summer classes, field trips, etc., when economically possible.
- Enlist and promote partners that are able to make learning experiences available.

"When school doors close for the summer, what do kids face: For some, it's a world of interesting vacations, music lessons, and library trips. For others without enriching summertime opportunities, the break can lead to serious academic consequences—and the disparity can be dramatic."
— National Summer Learning Association, *Research in Brief*.



INVESTMN
Implementing a New Vision to Educate Students for Tomorrow

INVESTMN (previously Champions for Children™) is a public relations partnership of MASA, MASSP, and MESPA created to improve public perceptions and political behaviors as they relate to our schools and school leaders. INVESTMN is a communications resource to help you make the work you already do more efficient and effective. INVESTMN's effectiveness is dependent upon educational leaders' commitment to accessing and using the INVESTMN resources provided through your organization's newsletters and websites.



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What's the Best Advice You Have Ever Received?

As I look back on my career, there have been three pieces of advice that I have felt to stand out as being top of mind. . .

As a new teacher, I remember being shocked at the comments about students that I would overhear. Being in the staff lounge, occasionally I would hear a teacher complain about a student that they had frustrations in dealing with behaviors. Too often, when this happened, it would disintegrate into blaming the student. I remember the advice from my father, who was an administrator at the time. He would say, "When you speak about students, always make your comments by imagining that the parents are in the room. And do the same in your classroom. If you find a student to be challenging, speak to the student as if the parents were also in the classroom." By thinking about this advice, I think that it helped me to create good relationships with students and their families.

As a new principal, my superintendent, Dr. Douglas Myers, gave me good advice regularly. One piece that sticks out in my mind was given to me after a rather contentious parent meeting. He said, "Never, never make excuses to parents." This advice was helpful since parent meetings should be framed as their meeting, not ours. Another piece of advice from Dr. Myers was to ask parents what they wanted, as a result of the meeting. Often it would catch parents off guard, and it always provided a focus for meeting.

Since I began my current position at the district office, my superintendent, Bruce Watkins, often gives advice. The piece that most rings in my thoughts is "As you communicate with everyone, both in written and spoken work, remember this: You are very quotable." I think that this is very good advice, and in this era of public education scrutiny, it is even more important that we all represent our districts and ourselves in the finest manner possible. We ARE public education.

*Written by Julia Espe,
Assistant Superintendent, St. Cloud Area Schools*

I believe there are two keys to a successful career as a superintendent. First, it's important to have confidential advisors both on a personal and professional level. Your confidential personal advisor is oftentimes your spouse or significant other who will tell you what you need to know without manipulation. Your confidential professional advisor is someone with whom you can share ideas, situations, and scenarios without feeling inadequate or creating rumors. This keeps us from being consumed by cynicism or paralyzed by doubt. In my case, that professional advisor has been my older brother who has been a practicing Superintendent for approximately 30 years. Rarely is there a decision I've made or a situation I've faced without first having discussed with him. Those conversations have provided sage guidance over the years. Interestingly, time and again our conversations seem to come back to the concept of "relational leadership." I can remember one occasion where he called and asked if I'd ever seen the movie, "The Gladiator." This was a movie made in 2000 that starred Russell Crowe. An interesting line from that movie was "When you have won the crowd, you've won your freedom."

That leads me to my second key to success. We need to constantly build advocates both within the district and in the general public. We do this by being a participant in community events, internal and external groupings, and by having media presence. Now even more importantly, we do this relationship building by listening - especially to opinion leaders. It is important to involve the employees who are information gatekeepers or those who move about the district as a natural part of their job. Listening is a skill that helps us understand as to convert or to clarify rather than challenge. Members of any organization desire leadership that listens to ideas and values opinions. In turn and in time, those people become advocates for your next initiative. Our educational system will be tested by the "New Normal" but one thing remains certain, fostering relationships with our publics will be a critical component to the success of the superintendent.

*Written by Doug Froke,
Superintendent, Detroit Lakes Schools*

Continued on Page 21

Best Advice...

Continued from Page 20

Over the years, my mentors and teachers have generously provided me with the benefit of their experience and observations. Because of this, I find it very difficult to name one piece of advice as the best.

Fortunately, I have the benefit of a strong foundation. All through my childhood, the serenity prayer was prominently displayed in my parents' home:

God grant me the serenity
To accept the things I cannot change,
Courage to change the things I can,
And the wisdom to know the difference.

This particular advice is hard to beat; I have often let it run through my head while drawing a deep breath during tense situations. It's simple. It's concise. It provides a small bridge to sanity in situations which might otherwise offer only confusion and uncertainty. Occasionally, though, the bridge needs to be longer.

If I could consolidate the good advice I have received from my mentors, it might add up to another verse for the serenity prayer, an extended version for administrators:

When I am advancing a cause whose time may or may not have yet come
And whose benefits may be limited or misunderstood,
Grant me the good judgment to assess my motivation and my resources,
The good sense to consider what level of return my time and effort will realize, and
The flexibility to shift toward a change that yields greater benefits.
But always, give me the resolve to stand by my convictions and hold firm to those things which will make a lasting difference.

Yes, I wrote the lines above for this article. I like to think they are simply a more poetic rendering of some of the old greats—for example, the infamous, “Do you really want to die on that hill?” or the amazingly versatile, “Sometimes when you turn over a rock and find something, it is better just to put the rock back.” Naturally, my lines could never replace the most important guiding principle, “Will it be good for kids?”

Clearly, given the complexity of our duties and the many, often conflicting, priorities of the organizations we work with, there is almost always a long list of causes clamoring for our attention.

Not all of the changes being considered at any given time will make a significant difference to the level of success our students can achieve.

Some of the changes present a risk of depleting the fundamental energy and resolve which make schools a foundation of our communities. Because of this, we administrators must have a thicker filter, a longer bridge, to use when situations are becoming tense. The wording above may be new, but the idea is one that has provided a link to sanity for as long as people have been forming communities, and for as long as there have been administrators. I would like to express my gratitude for those who have offered guidance to me as I continue to meet the challenges of the superintendency.

*Written by Kevin Wellen,
Superintendent, NRHEG Schools*

Best advice I've ever received has come from several sources, including books and some very special individuals who have modeled for me what those books advised.

Trauma can make you weaker or stronger...choose to be stronger for what you've learned from it.

Be a servant leader (Robert Greenleaf): Trust your colleagues to do well but be there to support them. Serve your organization and your staff well, this is what you are there for.

From Good to Great (Jim Collins): Choose the best people for every role in the organization, don't settle for less; set your expectations high; support and capitalize on their strengths.

From The Leadership Challenge (Kouzes and Posner): Every day, do something that strengthens you in one of these practices: Model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart.

From friends, especially one very nutty one, whom some of us know as Tutti Bananna: LAUGH!

*Written by Suzanne Riley,
Executive Director, SE Service Cooperative*

PROFESSIONAL DEVELOPMENT

Building Networks for Leaders who are Women

We at MASA are in our second year of partnering with Minnesota State University, Mankato's Department of Educational Leadership to build, enhance, and support strong collegial networks for administrators who are women. We will kick off the third year of this collaboration by offering a significant leadership retreat this summer.

It has been thirty-five or so years since women began entering the greater workforce in significant numbers, and just about the same amount of time since considerable numbers of women have assumed leadership positions in education. Yet data indicates that women leaders continue to be an underutilized resource—in school systems and in the corporate sector as well. The second annual report on women's corporate leadership in Minnesota (St. Catherine University and the Minnesota Women's Economic Roundtable) cites SEC data such as, "Women hold 14 percent of the available board seats in Minnesota's 100 largest publicly held companies, which have revenues ranging from \$28 million to \$82 billion." Just as women remain rare in corporate executive leadership in Minnesota, the superintendency remains particularly male-dominated in our schools.

About a third of MASA's members are women. Women make up 13.5% of the superintendent component group, 77% of the special education component group, 54% of the central office component group, 89% of the curriculum component group, and 40% of the service provider component group. The superintendent component group is the largest MASA cohort, representing 62% of the membership, followed by special education (18%), central office (11%), curriculum (5%), and service providers (4%).

We know that one element of supporting a successful school leadership practice is the development of strong professional networks. It's through networks that experienced administrators impart wisdom to their junior colleagues, peers support one another through the "tough and tricky" times, and information and advice are shared in safety. One administrator remarked, "School administration is a lonely job, but when you have a solid professional network, you are never alone." But women leaders have a harder time accessing existing networks and developing new ones.

"In general, men have traditionally been more success-

ful than women in establishing and maintaining professional connections. For women leaders, networking challenges are associated with absence of access, issues of gender bias, and challenges with life balance," writes Candace Raskin, Jean Haar, and Jerry Robicheau in their article, *Voices of Women in the Field—Creating Conversations: A Networking Approach for Women Leaders* (Journal of Women in Educational Leadership, Vol. 8, No. 3—July 2010).

An essential part of MASA's mission is to develop and support strong collegial networks throughout the membership, so exploring and addressing the needs of our colleagues who are women was an obvious need. Yet initially, it was unclear how to address that need. For a number of years at the MASA/MASE Spring conference, we would offer "The Women Leaders' Reception." It was always a nice event, a relaxing, casual time to enjoy the company of colleagues, but certainly more of a social occasion than a professional development offering. Complicating the concept was the fact that feedback from our members who are women was mixed—some women expressed that they didn't want to be "singled out" for their gender. So we simply started asking our members who are women whether or not we should be offering programming specifically for women, and when we determined that there were as many "yeses" as "no's," we decided to serve where there was need.

In the spring of 2010, MASA and MSUM offered the first "Ruth's Table" event. Named in honor of Minnesota's first female Commissioner of Education Dr. Ruth Randall, it provided an opportunity for administrators who are women to gather for networking, learning, and idea sharing. Each practicing education leader was encouraged to bring, without cost, a guest whom is a woman considering a career in educational leadership. We used a World Café model of conversation, led by a number of women who hosted different dialogues around critical topics. The event was very successful and led to a second offering in the spring of 2011. Kraus-Anderson Construction Company has provided financial support for both Ruth's Table events.

The next step: if there was one resounding message from the Ruth's Table participants, it would be, "We

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Building Networks...

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want more!" Thus it is with pleasure we will convene our first retreat for women leaders.

Legends ~ stories of women in education and their legacy of leadership, a retreat for women leaders, an opportunity for learning, sharing, and reflection, will take place Wednesday Evening - Friday Noon, July 27 - 29, 2011 at Ruttger's Sugar Lake Lodge in Grand Rapids, Minnesota. The event will feature opportunities to spend time with colleagues examining the research, sharing the stories, and reflecting on the qualities of the excellent practices of women educational leaders. Charol Shakeshaft, Ph.D., Department Chair, Educational Leadership, Virginia Commonwealth University will help us understand how the qualities that characterize women's approaches to leadership differ from traditional approaches and how those qualities can fulfill a promise of a new tradition of leadership. Guided conversations will provide current research and opportunities for reflection on the qualities and characteristics of leadership. We encourage our members to join us for this important event. Registration materials are included with this publication and are available on the MASA web site (www.mnasa.org). We hope to see you there.



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Great Start Workshop I

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The Venue at Cray Plaza, St. Paul

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Registration materials available on the MASA web site:
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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.

**Wednesday Evening - Friday Noon
July 27 - 29, 2011
Ruttger's Sugar Lake Lodge
Grand Rapids, MN**

This summer, spend some time with colleagues examining the research, sharing the stories, and reflection on the qualities of the excellent practices of women educational leaders. Learn from an expert researcher as well as from one another about how the qualities that characterize women's approaches to leadership differ from traditional approaches and how those qualities can fill a promise of a new tradition of leadership.

Registration is available on the MASA Web site: www.mnasa.org

CALENDAR OF EVENTS

2011...

June

20 - 21
Board of Directors Retreat
Science Museum of Minnesota, St. Paul

July

1
Welcome Gary Amoroso!
4
Independence Day Holiday
MASA Offices Closed
20 - 22
Great Start Series Workshop
The Venue at Cray Plaza, St. Paul
27 - 29
"Legends" Women's Retreat
Ruttger's Sugar Lake Lodge
Grand Rapids, MN

August

9 - 10
Annual Superintendent Conference
Northland Inn, Brooklyn Park
18
Foundation Board of Directors Meeting
MASA Board Room, St. Paul

October

1 - 2
Board of Directors Meeting
Canal Park Lodge, Duluth
2 - 4
MASA Fall Conference
Duluth Entertainment Convention
Center
13
Great Start Series Workshop
MASA Board Room, St. Paul

November

16 - 18
CLM Fall Conference
Cragun's Resort, Brainerd
24 - 25
Thanksgiving Holiday
MASA Offices Closed

December

7
Board of Directors Meeting
MASA Offices, St. Paul
23 - 26
Christmas Break
MASA Offices Closed
30
New Year's Holiday
MASA Offices Closed



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