

Leaders FORUM

fall, 2001

Resilience of a Leader

by Jerry Jensen,
MASA President and
Superintendent,
Lake City Schools

The start of the school year is one of my favorite times of the year! As students pass through our doors, their energy and enthusiasm can be felt throughout the buildings. New and veteran staff arrive looking well rested and anxious to begin their work with the students. Typically, the summer cleaning and maintenance projects have the buildings looking fresh and clean.

Think, for a moment, back to last spring. How did your facilities look? The custodians in our district work very hard to maintain a clean and pleasant environment for learning. Inevitably, however, the buildings show signs of heavy use over the course of a school year. Did you feel and show similar signs of wear?

As school leaders, the rigors of a busy school year will tax our energy levels and draw down any re-charging we accomplished during the summer months. School leaders today, however, need to be at the top of their game all year. How do we become more resilient, able to handle the stress of our challenging occupations? Many strategies exist, but as I listened to a seminar speaker recently, I thought his ideas were of value and worth sharing.

Dr. Robert Veninga, a Professor for the School of Public Health at the University of Minnesota, suggested five ways for school administrators to be more resilient. First is to make your health a top priority. We have all heard this before, but if we are serious about effectively meeting the challenges facing educational leaders today, we need to eat right, sleep right, and exercise frequently. We all understand each of the three components, but it takes conscious effort and planning to accomplish each one. I must admit, I could improve in all three areas. Start your new year with a plan to improve your personal health. It will pay dividends for both you and the students you serve.

Stay open to new ideas. Research indicates new learning is an effective tool to manage stress. The MASA Fall Conference is a great opportunity to learn new ideas and stimulate your thoughts through high quality speakers and dialogue with colleagues. The theme of this year's fall conference is "Our Leadership Community—Strengthening our Purpose, Energizing our People, and Enhancing our Performance." I encourage you to attend.

The Leadership Forum is another new learning opportunity. I understand this will be available to only about 300 administrators this year, but many more will have access the second and third year of

the program. Every school district, however, will have access to the EduPortal system made possible through the Gates grant. More information will be coming out on this exciting resource, but it will surely provide all members with an opportunity for new learning.



Jerry Jensen

Dream big dreams. Dr. Veninga suggested one of the strongest buffers for occupational stress is having a personal dream. Your dream might be to build a cabin in northern Minnesota, finish a doctoral program, or retire and become a golf pro at your favorite golf course. What dream you hold, or if you actually achieve it, is not as important as simply the existence of that dream. What is your dream?

Expect setbacks. Most school leaders are
Resilience ...
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Statewide EduPortal To Be Launched



Charlie Kyte

by **Charlie Kyte**
MASA Executive Director

MASA was instrumental, along with the Principals' Associations and representatives of the CFL, in landing two significant leadership development grants

for school administrators in Minnesota. These grants came from the Bill and Melinda Gates Foundation and the Blandin Foundation of Grand Rapids, Minnesota. These grants will fund a 3-4 year project of leadership training for school administrators and will enhance systems which administrators may use to seek information and data, thus helping with educational decisions.

One part of this effort is the development of a statewide interactive "intranet" for all school administrators in the state. It is named the Minnesota EduPortal. The EduPortal will allow administrators to access all web based public information regarding educational issues available in the state in a "word searchable" format. We have already loaded much of the information available on the CFL website, all Minnesota education statutes, and opinions from the Attorney General's office. We've also loaded all of the "Informed Educators" information for the last ten years, which has been provided to us by the Educational Research Service. By going on to the EduPortal and typing in a key word, the system will bring forward the citations of that word. It will even rank the sources of information for you in the order of most likely need and application.

In the near future, we will set up intranet communication channels for every level of administrator in the state. Thus, middle school principals will be able to communicate with middle school principals, superintendents with superintendents, and community education directors with community education directors. We will work with each administrative group's association to help them communicate with all of their members. In this way, we'll be able to significantly reduce the degree of isolation of administrators. So many of you work in a school district with access to only a small circle of colleagues. The EduPortal will enhance your ability to communicate and dialogue with your peers.

The EduPortal service is being provided to every Minnesota school district for a period of three years through the grant from the Bill and Melinda Gates Foundation. In addition, the TransAct Corporation which supplies the EduPortal, in partnership with MASA and the Principals' Associations, will provide several premium services to school districts. These premium services include a full translation library in which a school district will be able to communicate with parents through approximately 40 standard communication letters translated into about 30 different languages. A second premium service will be access to the full volumes of research provided by **EduPortal ...**

Continued Page 3



Would you like a fast, easy, and free way to find up-to-date information that can help you do your job? It's on its way! And all you have to do is "click."

Coming Soon ...
Minnesota's Eduportal!

EduPortal is an internet service coming soon to all Minnesota education administrators through grants from the Bill and Melinda Gates Foundation and the Blandin Foundation. Through EduPortal, you will have access to the information you need most—by accessing an electronic document repository with complete, up-to-date information on everything from curriculum development to laws and regulations. And all of it is completely searchable!

Watch for more info on this fast, easy way to bring more cutting-edge information into your professional life.

Leaders Forum

Fall, 2001 • Vol. 36, No. 1

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Leaders Forum is your newsletter and we encourage your input! If you have ideas or an article to share, please contact Mia Urick, MASA's Director of Communications and Professional Development (contact information listed above).

Resilience ... Continued from page 1

accustomed to setbacks, but it is healthy to remind ourselves that our jobs, like life itself, will be a series of peaks and valleys. Experiencing a setback is natural and provides an opportunity to use our skills and expertise to meet the challenge. The peaks allow us to feel good about our accomplishments and enjoy the view. Support from colleagues is most helpful when climbing out of an occupational or personal valley. Contact a colleague if you feel a need for support or sense they are struggling.

Finally, Dr. Veninga stressed that

believing one person can make a difference helps manage job stress. I have enjoyed getting to know so many of you. Each of you impresses me as a dedicated, hard working, and talented individual who obviously makes a difference for the students, staff, and communities you serve. Believe in yourself and the difference you can make!

I am excited for the new school year! I look forward to serving your needs during my year as MASA President. I encourage you to attend our Fall Conference. I trust you will find it to be high quality and most stimulating. Best wishes for a healthy, happy, and successful school year! •

EduPortal ... Continued from page 2

the Educational Research Service. ERS provides a wonderful array of educational research and has done so for many years. However, this information is difficult to access. By placing it on the EduPortal and making it fully searchable, school districts will have a wonderful source of high quality research to guide their decisions. Finally, EduPortals can be developed in individual school districts as a way of communicating internally. This service would allow a school district to place all handbooks, policy information, financial information, curriculum and all other electronic information within a private site accessible to all district administrators and

searchable by a key word format. We will be able to provide a school district an excellent way to keep information updated and to make it accessible to all administrators in a simple searchable fashion. More information regarding the premium services and the private communication channels for administrators through the EduPortal will become available in the very near future.

The goal of the Gates and Blandin Grants is to help educational leaders better use data and technology to access information. This will allow better decision making within school districts. We encourage all schools' participation in accessing the EduPortal which will be provided to every district through the Gates and Blandin Foundation Grants. •

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State Treasurer applauds *Save for Minnesota*



by **Carol Johnson**
Minnesota State Treasurer

Can you believe the average 12 year-old receives approximately 50 dollars a week? Instead of watching students spend this money, I encourage

you to participate in Save for Minnesota, a school savings program. Save for Minnesota, a part of the national Save for America program, has been helping students learn the importance of saving for 15 years. Save for Minnesota enables students to open a savings account and provide a convenient location where any amount of money can be deposited. There is no cost to the school or the saver.

Deposit day usually occurs once a week, before school or during lunch. Students bring their deposit and savings register to school. Under adult supervision, students make their deposits on the Internet using the school's computers. With a computer-generated receipt, a sticker, and the deposit recorded in their savings register, it's off to class for the new generation of savers. There is no work involved for teachers or school staff.

The program provides an outlet for local sponsors to reinvest in their communities and establish relationships that benefit all those involved. There are currently 35 schools enrolled in Minnesota.

Students in these schools have done exceptionally well. In the 35 schools currently involved in the program there have been 7500 deposits made and over \$42,000 saved between January 2001 and the end of this school year. There is also an optional Education Curriculum that comes with Save for Minnesota. The program has been endorsed by the Department of Education.

For more information on how to get the Save for Minnesota program started in your school, please contact Joe Howe in my office at (651) 282-2919 or joe.howe@state.mn.us. •

For more information on how to get the Save for Minnesota program started in your school district, please contact Joe Howe in the State Treasurer's office at (651) 282-2919 or email him at joe.howe@state.mn.us.

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Have you registered?



MASA's 2001 Fall Conference

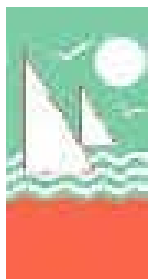
September 30 - October 2
Madden's on Gull Lake
Brainerd, Minnesota

Join your colleagues this fall and rekindle your commitment to your career. Our society asks a lot of our schools, and those expectations represent a tremendous challenge for our leadership community. We will explore how leaders today—and in the future—will meet those challenges, with energy, quality, and passion. The registration deadline is September 4, after which a \$20 late fee will apply. Don't miss this important event—register today!

Conference Highlights ...

- Don't miss the MASA Foundation **Golf Tournament Mixer**.
- Show your Purple Pride and **cheer on the Vikes** as they take on Tampa Bay. We will tune in on the big screen!
- Celebrate the service of our honored peers at the **Awards Banquet**. After the banquet, toast our veteran colleagues at the **Veteran Administrators' Reception**.
- The prestigious **Morris Bye Memorial Award** will be presented to **Steve Kjorness**. Hear AASA Executive Director **Paul Houston** present the Memorial Address.
- Monday morning's keynote speaker will be the well-known leadership expert **Robert Terry**.
- Members' partners are invited to the **Partner Get-Together** to get acquainted and gather for activities.
- The **Exhibit Fair** will feature the latest products and services of value to school leaders.
- Smaller group **Breakout Sessions** offer cutting-edge information on a variety of topics.
- **Retirees** are invited to a special luncheon on Monday.
- **Jim Buckman**, from the Juran Center for Leadership in Quality, will examine how businesses look at quality, and how those philosophies can be transferred to education.
- Relax before dinner by participating in the **Fun Run/Walk**, or test your skill on the green at the **putting contest**.
- Unwind and enjoy a casual, leisurely Monday **evening social and entertainment**.
- **Walter Bond** came back from serious injury to play pro basketball. Hear him tell his inspiring story.
- Superintendent **Peggy Hinckley** will wrap up our conference by sharing her insights about joy and survival in educational leadership.

Registration materials have been mailed. They are also available on the MASA web site (www.mnasa.org). See you at Madden's!



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MASA Provides Legal Services

by **Charlie Kyte**
MASA Executive Director

MASA continues to provide a strong level of representation for members in need of either routine or emergency legal services. While these services have some limitations, they provide an excellent level of legal advice when contracts are being renewed and a strong legal defense when job actions are being threatened.

MASA continues to retain the services of Neal Bueth and Al Freidman of the Briggs and Morgan law firm in St. Paul. They are highly regarded public sector professional practice defense attorneys. In addition, MASA uses the services of Doug Skor on occasion when a potential conflict of interest occurs with our main law firm.

MASA encourages members to

regularly review their contracts and make timely renewals of contracts within the guidelines of Minnesota statutes. Particularly in the case of school superintendents contracts must be renewed by Board action every three years. This renewal can take place up to one year prior to the expiration of a previous contract. We encourage members to renew contracts at the beginning of the final year of their previous contract. Some of the steps to follow include comparing your contract with the Model Contract which is posted on the MASA Website (www.mnasa.org) and/or asking Charlie Kyte to provide a thorough contract review. If there are legal issues that are in question, MASA will refer them to legal counsel for clarification.

In the event that a job action is threatened against a member, MASA will provide a significant

level of legal defense. Remember, a legal defense is expensive. MASA relies on an insurance policy which provides up to \$3,000 in defense for each member and MASA itself provides up to \$5,700 towards the legal defense, depending on the amount of time that a member has belonged to the organization. A way to strengthen your legal defense financial allotment is by becoming a member of AASA, providing up to another \$5,000 towards a legal defense if needed.

An important distinction to make is that MASA provides a member with help regarding threatened job actions and job related legal needs. MASA does not provide a criminal defense for a member. More and more often we are finding members charged with some type of harassment of employees which can result in an investigation and/or charges of fifth degree assault. This moves a portion of the legal defense over to the criminal side of the law and a member has a personal responsibility in that regard.

We are seeing a few of our members purchase Pre-Paid Legal Insurance to cover themselves for legal needs outside of their MASA professional job related coverage. One company providing Pre-Paid Legal Services is posted on the MASA website. Typically, a person will pay a monthly fee in return for legal services to be provided whenever and wherever needed. This is an option that some members may want to consider.

In a more limited way, MASA also provides legal services associated with licensure issues. Often if there is a complaint against a member, a code of ethics violation is

Legal Services ...
Continued Page 22



Charlie Kyte

Have you renewed your membership?

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Effective Communication: 10 Strategies for New Leaders



by **Robert B. Noyed**
**Communication
Consultant**

Whether you are beginning your first superintendency or moving to a different district, the use of effective communication strategies can give you a head start.

Bob Noyed

Thinking about how you communicate and build relationships in any new position can make a tremendous difference.

Effective communication and relationship building strategies make it easier to manage all other issues in your district. Here are 10 strategies that will help lay the foundation for a culture of communication in your district:

1. Develop a plan to roll out your superintendency

Most new superintendents spend the first few months listening and getting acquainted with the district. This is a great strategy, but take it one step further and engage in planned listening. Tell your key stakeholders what you plan to do to connect with them and to solicit comments from them. Tell them who you are and what you want to accomplish as superintendent. Make it obvious to them that you

are serious about building relationships.

2. Assess your district's communication program

Along with understanding your district's educational offerings and financial conditions, you need to know the extent of the communication plan. Conduct a communication audit or carefully review how and how well the district communicates. As it relates to communication, you need to know what strategies are in place, what strategies are missing and how communication can be improved.

3. Set the stage with a communication plan

You have a plan to manage your district's finances and a plan for teaching and learning. Do you have a plan and vision for how communication will be addressed in your district? After the audit or review and within the first four-six months, develop a communication plan for your district. It does not need to be complex, but if you are not intentional about improving communication, it will never happen.

4. Change your meeting agendas to make communication a top priority

On every agenda for administrative and school board meetings, add

one simple question to each important item: "How will we communicate this issue or decision?" You will quickly have people thinking about how effective communication can help accomplish the goals of the district. You will also be able to avoid many problems if you consider communication strategies at the beginning rather than later.

5. Blow the dust off your crisis communication plan

A crisis can happen any time and you need to be ready. Review your district's crisis communication plan and train staff in effectively using the plan. The plan is no good if no one knows how to use it. Any crisis is a highly visible opportunity for a superintendent to demonstrate strong leadership. Make sure you are ready.

6. Manage your media relationships

Whether you have one reporter from a weekly newspaper or several reporters covering your district, make it a priority to meet with them. Reporters can help you a great deal or make your life miserable. Establishing strong relationships with reporters in the early days of your superintendency will make it easier if a difficult issue arises.

7. Create key messages and practice message discipline

Trying to communicate everything usually means you will be communicating nothing. Resist the temptation to teach your stakeholders about every detail of your district. Develop two to three key messages that you want your stakeholders to know and communicate them every chance you get. The use of key messages will help your stakeholders to understand what is important from

Strategies ...
Continued Page 22

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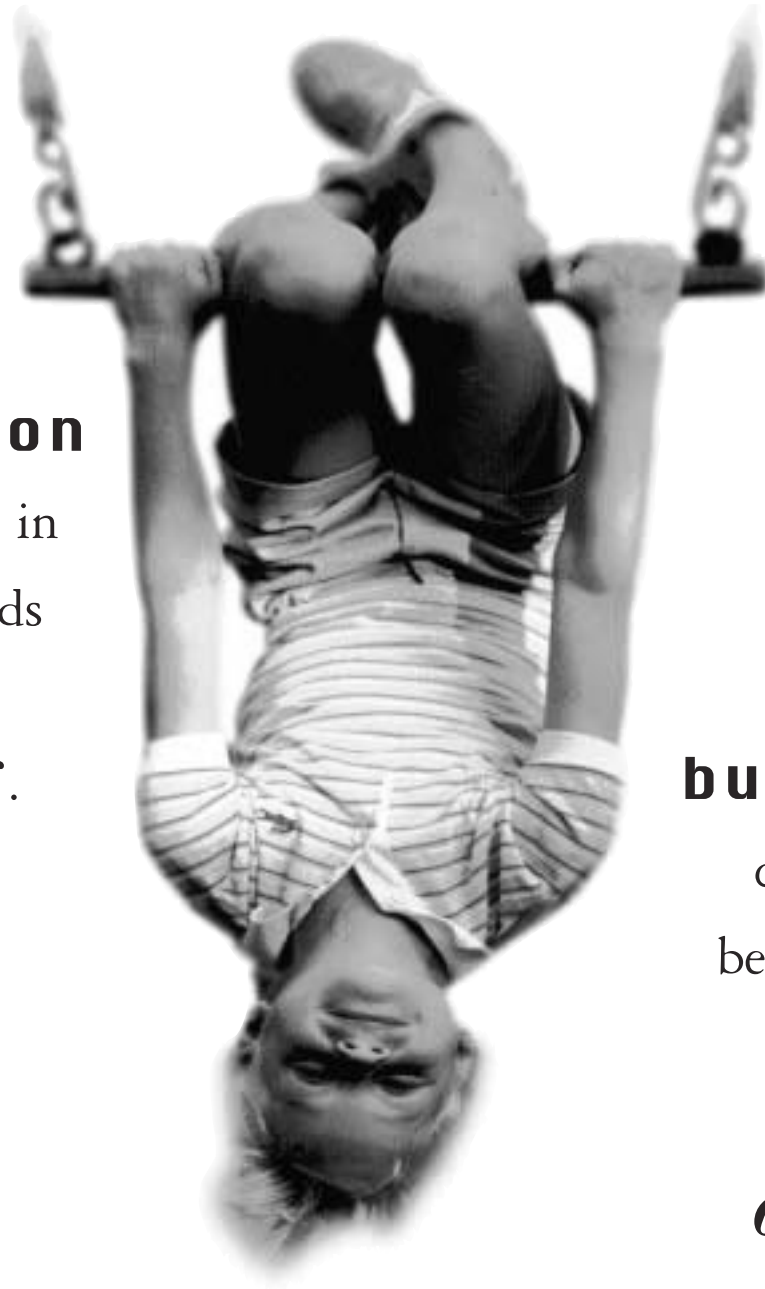
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MASA Poised for Legislative Action

by **Charlie Kyte**
MASA Executive Director

MASA will provide a strong team of lobbyists and active members to work with the legislature, the Governor's Office, and the CFL to help influence education legislation and policy over this next year. As an organization, we'll continue to help other associations and organizations work together to form a common voice for public education. We'll work on issues of education finance policy as well as issues of member benefit. The MASA Legislative Leaders and Committee have already begun their work.

Ray Frost will continue to represent MASA at the Capitol. In addition, he will also represent the special education interests of both MASA and MASE. Keith Kromer, former Director of Special Education for the Minneapolis Schools, will continue to work with MASE. Keith will work with the MASE Legislative Committee and the CFL to help bring the MASE Legislative Platform together. He will be called upon to testify during the session while the day to day representation will be provided by Ray Frost. Finally, MASA has retained the services of Brad Lundell as a Financial Analyst to help interpret the complexities of Education Finance Proposals.

MASA intends to work closely with other organizations. The Minnesota Association of School Business Officials (MASBO) annually develops a strong legislative position regarding school finance. MASA has offered to work with MASBO to

help carry forward the finance proposals and we hope to utilize the expertise of business managers on education finance legislation. MASA will also continue to work closely with the associations which represent various sectors of schools in the state. Organizations with close working relationships with MASA include: AMSD, MREA, SEE and RAMS. Each of these groups represent schools with particular needs. MASA will help these organizations to find common ground where possible so that education can be represented with a common voice.

Part of the legislative process involves influencing public opinion. Public citizens in turn influence legislators who then create the laws to govern us all. MASA has been a founding member of the "Alliance for Student Achievement," an organization made up of multiple

education associations. These associations work together through the Alliance to help create events and activities which are designed to share the strength of public education with citizens and to educate citizens about ways in which the system of public education is under stress. One such event will be held in mid-November. All the associations, working together, will attempt to bring every legislator in the state of Minnesota into a school building for at least a day. Legislators will be informed of this activity from the state level, be invited by local school leaders, and hosted by teachers in the buildings.

Legislative Action ...
Continued Page 22



Charlie Kyte

2001-2002 MASA/MASE Legislative/Education Positions Committee:

2001-02 Chair: Bruce Jensen, Superintendent, Kittson Central Schools

2001-02 Chair Elect: Ric Dressen, Superintendent, Alexandria Schools

<u>Term</u>	<u>Region</u>	<u>Name</u>	<u>District</u>	<u>Component Group</u>
2000-02	1	Mike Smith	Kasson-Mantorville	Superintendent
2000-02	2	Rick Linnell	St. Clair	Superintendent
2000-02	3	Frederick Clark	Tracy	Superintendent
2000-02	4	Stephen Twitchell	Lake Park-Audubon	Superintendent
2000-02	5	Don Hansen	Long Prairie-Grey Eagle	Superintendent
2000-02	6	Dan Brooks	Sauk Centre	Superintendent
2000-02	7	Lloyd Styrvoll	Grand Rapids	Superintendent
2000-02	8	Ron Paggen	Marshall County	Superintendent
2000-02	9E	Phil Ledermann	E. Metro Int. Dist.	Superintendent
2000-02	9W	Jerry Spies	Prior Lake-Savage	Central Office
2001-03	1	Connie Hayes	LaCrescent-Hokah	Superintendent
2001-03	2	Gil Carlson	St. Peter	Superintendent
2001-02	2	Les Martisko	S. Central Serv. Coop	Service Provider
2001-03	3	George Ladd	McLeod West	Superintendent
2001-03	4	Larry Nybladh	Moorhead	Superintendent
2001-03	5	Gary Phillips	Brainerd	Central Office
2001-03	6	Deb Bowers	Elk River Schools	Central Office
2001-03	7	James Techar	Mt. Iron-Buhl	Superintendent
2001-03	8	Stuart Desjarlait	Red Lake	Superintendent
2001-03	9E	John Thein	Roseville	Superintendent
2001-03	9E/MASE	Lorie Schulstad-Werk	NSP-Mplwd-Okdle	Special Education
2001-03	9W	Gary Prest	Bloomington	Superintendent
2001-03	9W/B.P.	Carolyn Drude	Ehlers, Inc.	

NEWS FROM *the forum*

Minnesota Administrators Leadership Forum Update!



Kris Bryan Nielsen

by **Kristine Bryan Nielsen**
Executive Director

The Leadership Forum is up and running!

I am thrilled to report that more than 300 K-12 administrators will participate in five days of Leadership Forum training over the course of the 2001-2002 school year! The Day 1 training sessions will be held regionally throughout the state

between the dates of August 30 and September 20. Day 1 will provide an overview of the program, a look at personal leadership, and a hands-on introduction to the TAGLIT (instructional technology use assessment), and to the latest version of the CFL continuous improvement website – CLASS, and to the new Eduportal intranet. The Eduportal will be offered to all administrators in the state free of charge over the three-year course of the Grant. Demonstrations of the Eduportal will also be offered at state Association (MASA, MASSP, MESPA) conferences. The passwords will be ready soon.

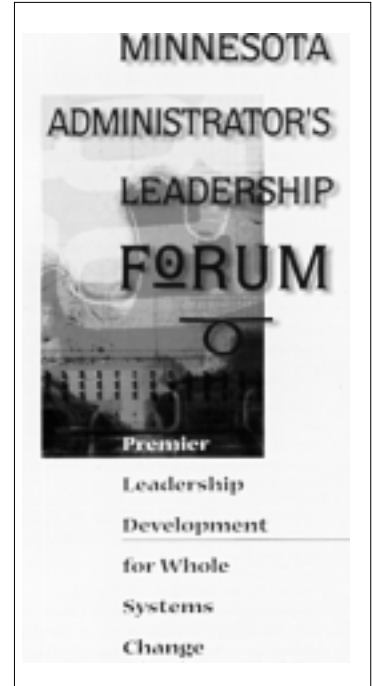
During days 2-4 of the training, Forum participants will come together in groups of 100+ and will use the tools provided to work with data from their own buildings and districts. An additional component will be the use of a PDA (personal digital assistant) to help store and analyze data. Software is currently being developed for our Forum Participants so that they may complete and process teacher evaluations

using their PDA and so that they can easily access documents such as contracts and handbooks. The potential is huge!

During day 5 (which is unscheduled as of yet but will be in February/ March and will again be regional), participants will revisit their decision making model, continue to develop their personal vision of leadership and connect with the Forum tools. There will also be opportunities to network, engage in discussion, and meet new peers in the cohort at each of the five days.

During the 2002-2003 school year, the training program will be offered to up to 700 participants. Those who are on the waiting list for this year's sessions will have priority for next year's registration. By the end of the three-year grant period we plan to have worked with over 1600 Minnesota Administrators!

I look forward to meeting all of you at regional and state meetings and conferences and at Forum events throughout the year. Best wishes for the 2001-2002 school year! •



Are You Moving?

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Legislature Creates State Board of School Administrators

by **Robert Schmidt**
Executive Director,
Minnesota Association of Secondary School Principals

One of the key provisions in the 2001 K-12 education bill was the creation of the State Board of School Administrators. The creation of the board represents the culmination of several years of legislative work by MASSP, MASA and MESPA.

On December 31, 1999, when the legislature eliminated the State Board of Education, all administrative licensure issues (waivers, complaints, disciplinary action, etc.) were transferred to the Commissioner of Children, Family and Learning. Although a process was developed to administer the transfer of responsibilities; principals, superintendents, and other school leaders were concerned about inconsistent investigations and decisions that affected school administrators.

Therefore, legislative priority was established to create a Board of Administrators to set and monitor standards for school administrators (similar to other professions). The new board, which will become operational in September, 2001, has nine (9) members. They are:

- one elementary principal
- one secondary principal
- one school superintendent
- one classroom teacher
- one Community Education Director or Special Education Director
- two members of the public (one who must be a present or past school board member)
- one higher education faculty member in an educational administration program
- one higher education administrator from an educational administration program.

The board appointments were made by the Governor through the open opportunity application process (see article at right).

The duties of the board are extensive and include:

- govern all licensure issues for superintendents, principals, special ed. directors, community ed. directors and other supervisory employees with the exception of coaches
- approve all administrative preparation programs offered by Minnesota higher education institutions
- approve licensure waiver requests
- investigate and resolve complaints, including granting, suspension or revocation of licenses

Convincing a legislature to create a new board is difficult. One issue is finance. The board will be funded by an annual licensure fee of \$75.00 to be paid by each school administrator. A board budget of \$165,000 has been set by the legislature for 2001-2002. Some possible examples of budget costs include rent for space; complaint investigations; and hiring a part-time executive secretary.



Bob Schmidt

The legislation was heard in six different committees as well as other K-12 working groups. The legislation would not have happened without the strong support of eight key legislators. Senators Kinkel, Ranunn, Stumpf and Pappas were instrumental in passing the bill. On the House side, Representatives Dempsey, Buesgens, Seagren and Mares ensured the bill's passage.

This is an important opportunity for the future of school administrators in Minnesota. Administrators have the authority to establish preparation standards; create and monitor a code of ethics; and provide a "peer review" process which allows control of our own profession. Although administrative detail and process will need to be resolved by the new board, the professional organizations are working together with the DCFL to assure a smooth transition of duties and responsibilities. •

Governor Appoints Nine to Board of School Administrators

Governor Ventura has announced the appointments of Eric Bartleson, Julie Jagusch, Kenneth LaCroix, Mary Mackbee, Sanford Nelson, Daniel Sullivan, Judy Swett, Ann Zweber Werner and Daniel Zimansky to the Board of School Administrators.

Eric Bartleson is the current school superintendent in his hometown of Winona. He has served as a licensed school administrator for 24 years. His experience includes seven years as a high school principal in Marshall and Milaca and 17 years as a superintendent in Lake Crystal, Lake Crystal-Wellcome Memorial, Mankato and Winona. Bartleson will represent superintendents and serve a four-year term expiring August 1, 2003.

Board Appointed ...
Continued Page 24

NEWS FROM *the field*

Jobsite Smashing Success! One Month...Over 500,000 Hits!!



Remote service from New Orleans ... Dennis Rens on the job!

by Dennis Rens
Director, Jobsite Online

By whatever way you measure it, MASA's Jobsite and Applicant Site have been a smashing success in 2001. 180 Minnesota school districts have subscribed to the site for the calendar year. Over 2500 jobs have been posted on the Jobsite since January. Over 1450 teaching candidates have entered their profiles into the Applicant Site, and over 200 of them have placed their

credentials online. And, finally, people around the world are looking at those vacancies. At the peak of the posting season from May 22 through June 22, the Jobsite had 507,010 hits!

This is the third year the Jobsite has been operational, and it has the largest number of subscribers and postings ever. In just its second year, the Applicant site has doubled its number of

candidate profiles; and in its first year, the online credentialing system has worked effectively and attracted a substantial number of candidates.

More and more school districts are telling us that candidates for their positions have heard about their openings through the Jobsite. One large metro district estimates that about 70% of their candidates come from the Jobsite. There are now some districts that only accept applications from the Applicant Site, and we know of at least one district that requires all their candidates to submit their credentials online. Things are changing!

I have managed the Jobsite since its inception, and Fred Kunze has managed the Applicant Site since it became

operational. Our job is to do whatever we can to help school districts and candidates use the sites effectively and to assure that the sites are "clean" and functioning well. We might be out of town occasionally, but our laptops and the sites come with us. You'd be surprised how much fun we have with this stuff! If you ever have any questions about the sites or need help, you can call either of us at any time at:

Fred Kunze, 763-792-6690 or 877-373-9494
Dennis Rens, 763-574-0577 or 888-519-5752.

Visit the Jobsite Booth at the Fall Conference! •



Fred and Dennis: "We're always on the job. Well ... almost always!"

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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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Your Administrative Twin



Fred Nolan

by Fred Nolan
Superintendent,
Eden Valley-
Watkins Schools

Who else in your District is very similar to you, the Superintendent, in a district administrative role? Who has a Board to work with, who is

constantly interacting with the public, who has a sometimes tenuous relationships with the K-12 teaching staff, who obsesses about limited funding and balancing a budget, who is not covered by the continuing contract law, who like you fills a unique role in your District (no district in the state has more than one), and who believes passionately that

Minnesota has been a national leader in education and that heritage is now threatened? Figured it out yet?

Time's up. It is your Community Education Director. I recently had the opportunity to interview five excellent Community Education Directors in Central Minnesota as part of my work to add the Community Education Director's license to my licensure and was struck by how much we can learn from them.

Take a few minutes to listen to these inspiring and dedicated leaders talk about their craft, their mission, their dreams and fears. Picture yourself on a crisp Minnesota morning, with a coffee cup in hand, in someone else's office, with phones ringing outside

that you don't have to answer or worry about, and ask a Community Education Director to describe some examples of their programming that show the range and diversity of Community Education programming.

The response, invariably with a smile revealing the inner delight in talking about a love, comes in a rush: ABE, ECFE, programming for all ages, adult classes, family literacy, youth service and youth development, adults with disabilities, ESL, school age child care, music and arts programming in the community, and recreation programming for all ages. Many things were in common, but there was diversity in emphasis. One leader tracked closely the diversity in **Your Twin ...**
Continued Page 22

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LEADER'S *perspective*

School Organization—A Productivity Strategy

by Charlie Kyte
MASA Executive Director

Public policy decision-makers have not been willing to provide enough money for public education to simultaneously sustain high quality educational programs, significantly reduce class sizes and also pay professional teachers at a high level. This is a basic financial dilemma affecting school districts all across the country. This dilemma begs us to consider alternatives to the organization of public schools.

Parents and teachers advocate smaller class size. Teachers also are trying to compete in a competitive work force by seeking higher levels of compensation. **Unfortunately in the present organizational structure the only**

way for a school district to pay great teachers significantly more is to have fewer of them working.

Trying to achieve smaller class sizes and at the same time compensating professional employees at a high level, within the confines of the typical staffing model utilized in public schools creates an almost impossible situation. Once again in Minnesota, we are going through a difficult struggle as teachers and educators bargain for salaries. The stress is greater due to the recent structural balance legislation which forces districts to bring the issue of class size and compensation for employees together in a single public report to their communities.

We constantly look for ways to modify our educational

approaches. We tinker with curriculum; compare tests scores, and examine the organizational structure of schools. Possibly it's time to look at a more significant change in approach to the education of children in the public sector. Maybe it's time to focus on a more dramatic change in school organization.



Charlie Kyte

**Productivity Strategy ...
Continued Page 26**



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CHAMPIONS FOR *children*

Summer Summary



Shari Prest

by Shari Prest
Ark Associates

Begin your academic year with a renewed commitment to keeping the public informed about the role of school leaders. As fall approaches, many of

your constituents assume that you have had the summer off. Some of you still hear, "You don't work in the summer, do you?" or "It must be nice to only work nine months a year." People need to know what your leadership has meant from the families, businesses, facilities, and most importantly, student achievement in your community. Whether you use a familiar vehicle to communicate your accomplishments or you try something new, the message is the same:

Dear Parents and Community Members,

The leaves will soon be turning colors and school supplies have been bought. It is time to update you about what has been happening for your students and school over the summer months. The central office staff and the building administration have been busy planning for another successful year. In order to make each year even better than the past one for students, we have:

- analyzed the past year to identify strengths and weaknesses, focusing on student learning.
- set goals and objectives for the short and long term future.
- planned and strategized for the best outcomes during the 2001-

02 year.

- finalized budgets, class configurations, staffing, schedules, etc.
- completed the interviewing and hiring process to ensure that the most skilled, caring, and knowledgeable adults are

working with students.

- implemented facility maintenance and improvement plans.

People need to know the time, enthusiasm, knowledge, and skills you provide to the organization in order for them to understand the value of administrators. •

Taking Stock and Encouraging Investment

Are you ready to take stock and see how effective you are at promoting public schools and school leaders as a good investment for the present and an essential investment for a secure and prosperous future?

- Do you have a communication plan that considers all aspects of the community?
- Have you developed a concise and consistent message about public education that you can share with a variety of individuals and audiences?
- Do you expect every member of your organization to be a public relations representative?
- Do you model open and accurate communication through your attitude and activities?
- Do you personally share the accomplishments, needs, and challenges of public education with your legislative representatives at least once each summer or fall and once during the legislative session?
- Are you able to listen carefully to and empathize with a variety of perspectives?
- Do you help your constituents understand the role you play with the educational system?
- Are all of your constituent groups (i.e. senior citizens, non-student households, business people, young adults) informed about the success of your students and staff?
- Is the local media provided with eight or more positive stories or editorials about your students, staff, schools, and/or school leaders per year?
- Do you provide a school presence at appropriate local events?
- Do you respond to all communications within 24 hours?
- Does your district have a public relations plan for dealing with a crisis?
- Do you provide and promote interesting opportunities for your stakeholders to participate in the educational environment?
- Do you write at least one personal note and make one personal phone call to a student, parent, community members, or elected official each day?

Total the number of questions to which you answered "yes" and find your rating:

- 13 or more: Blue chip investment. (The big money goes here.)
- 10-12: Mutual fund (interesting variety, with opportunities for growth)
- 7-9: Bond (Secure; buy it and forget about it for a few years.)
- 7 or less: High risk (too little information to make a significant investment)



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BEST *practices*

Two Studies Underway—

Best Practices in Local E-Government, Managing Computers

by Jody A. Hauer, Office of the Legislative Auditor

For many citizens and businesses, the Internet has become both a source of information and a way to conduct public business. School officials see the value of the Internet extend beyond its power as a communication and research tool because of its potential for distance learning. A study now underway in the Legislative Auditor's Office will identify best practices in how Minnesota school districts, cities, and counties provide electronic services, or e-government, to citizens.

Best Practices in E-Government

This best practices review has two main purposes: (1) identify standards, guidelines, and promising techniques that characterize successful e-government, and (2) highlight some of Minnesota's school districts and other local governments that use these best practices. The intent is to provide useful information that other local units of government may use as they begin or update e-government.

As part of this study, we plan to survey a sample of school districts around the state, as well as counties and a sample of cities. The survey will indicate the extent to which local governments are involved in best practices for e-government, and it will identify obstacles to adopting or expanding e-government. In school districts with information-technology directors, we will send the survey to those directors; in other districts, the survey will go to superintendents. From survey data we will identify a small number of school districts and other jurisdictions to visit and learn more

about their best practices in e-government.

Best Practices in Managing Local Computer Systems

A second study, on how school districts and local governments manage their computer systems, is underway at the same time. For this study, "managing" computer systems means schools or local governments either: (1) use their own staff to maintain and manage their systems in-house; (2) join collaboratives designed especially for collectively managing computer systems (or some part of them); (3) individually contract with outside vendors to provide computer services; or (4) use some mix of these approaches.

A computer "system" could mean anything from stand-alone personal computers to mainframe computers. We intend to identify what best practices lead to efficient and effective management of computer systems, across the different types of computer systems. Using these best practices, we will look at the pros and cons of the four management arrangements defined above for specific functions, such as finance and payroll. We will also look at how the pros and cons vary by size of school enrollments and community populations.

Tapping Local Expertise

As we conduct the two studies, we are working with a Technical Advisory Panel made up of information-technology managers and other local officials involved with IT decisions. Four of the 15 members represent school-district perspectives, with experience in IT services, administration, and computer-consortium management. The panel will meet with us

periodically to provide feedback as we conduct the research. A roster of the panel members is available on the Web at: www.auditor.leg.state.mn.us/ped/bp/rost01.htm.

Is This an Audit?

These two studies are the latest in a series of best practices reviews conducted by the Legislative Auditor's Office since 1994. The best practices reviews are unlike typical audits or evaluations, which look for problems and lack of compliance with laws and rules. Instead, best practices reviews focus on providing a service well. They identify effective and efficient ways of delivering services. To view any of the past reviews of best practices, visit www.auditor.leg.state.mn.us/ped/wha-bpr.htm.

The End Products

In April 2002, we expect to release final reports of the two studies. They will contain examples of Minnesota schools and local governments that use the best practices identified. The examples will include contact names and telephone numbers for additional information. We hope that local jurisdictions may be able to adopt some of the best practices in use by their counterparts elsewhere in the state.

At the same time, although we expect the final reports to prove useful to school officials and others, the reports do not serve as mandates. No school district or other local unit is obligated to implement the reports' best practices. Our objective is to create a resource with information for local officials interested in learning about other jurisdictions' implementation of e-government or computer-system management.

For More Information

If you are interested in the projects' progress, go to www.auditor.leg.state.mn.us/ped/bp/bestpm.htm for monthly updates. Feel free to contact me at jody.hauer@state.mn.us or 651/296-8501 with questions. •

Legal Services ... Continued from page 7

referred to the CFL, where it is investigated with a possible resulting licensure censure, suspension or revocation. One reason for the professional associations working this past legislative session to create a Board of School Administrators was to place this complaint process in the hands of peers. This allows a more balanced process of examination of code of ethics complaints. These complaints will now be handled by

the Board of School Administration and/or the Board of Teaching rather than through the CFL.

Call if you can see a situation developing in which you may need legal help. Some members wait too long before seeking help. A problem can sometimes be

resolved prior to becoming a legal issue. Often members need advice on how to handle the politics of a situation as opposed to straight legal advice. If you see a problem developing in your district in regard to your employment, call Charlie Kyte, MASA Executive Director, so he can begin assisting you to resolve the issue. •

Strategies ... Continued from page 8

the district's perspective. Repeat what you want people to remember.

8. *Watch what you show*

If you want your district to be known as a first-class organization, people need to perceive it as a first-class organization. First impressions are incredibly powerful. Take note of the first impressions of things in your district or ask visitors about their first impressions of the district. If these impressions are less than positive, work with your staff to create impressions and images that have a positive impact. Marketing of your district happens continuously and you need to pay attention to the messages you are sending.

9. *Communicate from the inside out*

If you only had \$1 to spend on communication in your district, you should spend 95 cents on communicating with internal audiences. We need to communicate with both internal and external audiences. However, it is essential that superintendents effectively communicate and build relationships with staff and other internal audiences. These are the people who can help you communicate to external audiences if they have the information they need. If internal audiences are left out of the loop, then they are more likely to hurt your district's reputation than help it.

10. *Make communication and*

building relationships part of everyone's job

Your district's reputation depends largely on how people in your district connect with stakeholders. Everyone in the district is responsible for communication. Establish an expectation from the beginning and insist on effective communication from all staff. After all, you cannot do it alone. •

Robert B. Noyed is a communication consultant specializing in work with school districts and education organizations. He can be reached at 763-535-9043, Fax 763-535-9051, or noyedrobert@qwest.net

Legislative Action ... Continued from page 11

The "Legislator in the School for a Day" project is designed to make sure that every legislator knows both the strengths and the challenges that public schools face on a day to day basis. Too often legislators charged with the duty of creating educational policy have not been inside schools in any serious manner. The mid-November activity, coordinated all across the state, will help

legislators to understand more about the schools and better prepare them to make decisions regarding educational policy in the upcoming legislative session.

During the time that legislators are visiting the schools, the education associations will hold a series

coordinated editorial briefings in the regional city centers across the state with members of the media. Working together we can influence public opinion and help both our citizens and legislators better understand the challenges of educating our children. •

Your Twin ... Continued from page 16

programming by age and gender, are there offerings for elementary, middle level, teens, young adults, seniors and was there programming offered aimed at men as well as women (who tend to be easier customers to attract and retain). One leader talked about the community orchestra and chorus, the visiting artists brought to the community and schools, another the involvement of youth in service learning and the leadership

development of youth on advisory boards and in hiring youth to deliver services such as school age child care, and another leader focused on ways to bring families together in programming, such as providing dinner, rather than separating families by programming only for specific ages.

Just as you as Superintendent influence to a degree the direction of your district, to say that these diverse emphases in programming are a reflection of the individual Director is a gross simplification. In fact as schools are urged to become more customer focused
**Your Twin ...
Continued Page 23**

Your Twin ... Continued from page 22

and customer friendly, we as Superintendents could take lessons from Community Education Directors.


The Advisory Council, which is mandated by law, is much more than “one more thing to do,” for the Community Education Directors. Advisory Councils truly meet a need and are wanted by these directors. To be close and responsive to the needs of the community, these directors talked about the council membership diversity and representation of cross sections of the community. They paid close attention to the nomination and recruitment of new advisory council members—whether they did it or it was done by a subcommittee of the council. Phrases like “engaging the community members,” “reflecting the community interests,” and “focus on making this a better community,” pepper the conversation about advisory councils.

But the Directors didn’t stop with the Advisory Council as the means to be customer, or community, focused. They all talked about getting outside the office to observe and listen, engaging others in conversation, spotting trends, being open to requests, paying attention to what more successful instructors wanted to offer, paying attention to written evaluations by class participants, taking risks, asking whether a requested service already existed, and asking whether CE can offer a requested service, or finding another community resource and engage that resource. As a result of this close connection between programming and needs, one of these directors offers four kinds of volleyball for adults: mens, women’s, couples, and family—all with somewhat different rules. Another had a whole range of aquatic exercise programs initiated by an energetic, innovative instructor whose offerings fill

consistently. Yet another director asked a community arts group to provide an after school enrichment program at an elementary school to meet a request that CE was unable to meet, and facilitated the marriage of the arts group and the school.

From this part of the conversations, it was clear to me that key to these directors’ craft as leaders was to reach out with very sensitive antenna to all aspects of the community through whatever means they could to gather data, and then run that data through several screens in problem solving processes so that the community, however defined, met its own needs. While it varied as to how much of this was in formal or informal processes, it was certainly deliberate and not accidental. It was their way, “to get buy-in for Community Education,” “to guide the Community Education Program to the future,” and “to make it all happen.”

One more parallel between your role as Superintendent and that of your Community Education Director is what keeps you both **Your Twin ... Continued Page 24**



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Your Twin ... Continued from page 23

up at night: money worries. Where's the next dollar going to come from? Who's going to want to take the dollars I have? Each director when asked what are the threats to community education named funding immediately. The "formula" for Community Education has remained constant since 1987 (fourteen years) at \$5.95 per resident plus \$1.00 per resident for youth service/development. Community education is seen as entrepreneurial and therefore left to fend for itself. One director during this time period has had a 700% increase in participation on the same base funding and office staffing level. Another one makes sure that each program offered shows a profit, which means that if meeting a community need

cannot be profitably met, CE does not meet it. One director is positioning community education as a catalyst for other community organizations to meet community needs, rather than having Community Education "pick up the load." Another is constantly looking for grants opportunities and has at least one in-house grant writer, while yet another looks over his shoulder at the potential unionization of child care workers as a threat to providing school age day care programs affordably.

As Superintendents we show "righteous indignation" when the

Governor proposes a biennium of nearly flat K-12 educational funding increases. Imagine running programs with nearly a decade and a half flat funding and a Governor's Budget message from the Finance Department that states, "As Community Education costs rise and funding levels remain constant, districts must create new ways to fund programs and activities."

Not only do Directors worry about how to get dollars, they worry about expenses from the
Your Twin ...
Continued Page 25

Board Appointed ... Continued from page 13

Julie Jagusch, of Coon Rapids, is a classroom teacher and former chair of the Minnesota Board of Teaching. She also served on the Board of Education Working Group to develop a code of ethics for administrators and school personnel. Jagusch will represent classroom teachers and serve a three-year term expiring August 1, 2002.

Kenneth LaCroix, of Hastings, has served as a K-12 public school teacher, principal and superintendent. LaCroix recently retired after 22 years as the superintendent of Hastings Public Schools. He has also taught as an adjunct assistant professor in the Educational Administrative Licensure Program for K-12 principals and superintendents at the University of St. Thomas and Saint Mary's University. LaCroix will represent higher education administrators and serve a four-year term expiring August 1, 2004.

Mary Mackbee of Bloomington is the principal at Central High School in St. Paul. She has been a building principal since 1978 and is a former Minnesota Principal of the Year. Mackbee will represent secondary principals and will serve a three-year term expiring August 1, 2003.

Sanford Nelson, of Richwood, is the elementary school principal at Rossman Elementary School in Detroit Lakes. He is

a graduate of Gustavus Adolphus College and holds an MS degree in curriculum and instruction from St. Cloud State University. Nelson will represent elementary school principals and serve a two-year term expiring August 1, 2003.

Daniel Sullivan, of Burnsville, is the director of special education for Intermediate School District 917. He provided regional and statewide leadership for the Minnesota Administrators for Special Education, serving as president, legislative chair, secretary, and board director. Sullivan earned a doctor of philosophy degree from the University of Minnesota and has taught for the past four years in the administrator licensure program at the University of Minnesota. Sullivan will represent special education directors and will serve a four-year term expiring August 1, 2004.

Judy Swett, of St. Paul is a parent of a child with a disability. She has been involved in her children's education and has served on district-wide and statewide advisory committees. Swett will represent the public citizens and

serve a one-year term expiring August 1, 2002.

Ann Zweber Werner, of Minneapolis, is the coordinator of Licensing and Leadership Development for Educational Administrators at the University of Minnesota, College of Education and Human Development and the Department of Educational Policy and Administration. She has experience in administering schools ranging in size from 400 students to 2800 students representing both urban and suburban populations. Werner will represent education faculty members and serve a four-year term expiring August 1, 2004.

Daniel Zimansky, of Tracy, is a school board member for the Tracy Area Schools. He has served as a school board member for 17 years and is currently the board chair. He also serves on the Southwest/West Central Service Cooperative, the Minnesota Rural Education Association and the Southwest Regional Development Commission. Zimansky will represent school board members and serve a one-year term expiring August 1, 2002. •

Your Twin ... Continued from page 24

Community Service Fund over which they have little or no control— something Superintendents are very familiar with. Fund Four includes ECFE, preschool screening, and ABE and summer recreation in many districts as well as Community Education. In addition it is used for programs that the District offers for which it charges fees such as full-day-everyday kindergarten that in many districts is offered for a fee and usually referred to as K-pay programs. It all gets lumped together in Fund Four and URARS doesn't always make it easy to keep straight. So while a CE director maybe makes CE run in the black, there are numerous other ways for Fund Four to run in the red, or conversely Fund Four may be a place to keep a fund balance that cannot be sucked into salary negotiations with the teachers by underspending on programs such as ECFE. This is where the relationship between the Director, the Superintendent, and Business Manager become crucial.

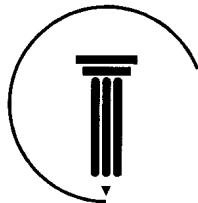
Having spent six years as Superintendent, three years as Superintendent/ Community Education Director, and three mornings with five Community Education Directors, may I suggest some action steps for you as Superintendent to get the most for your community and District from your Community Education Director and program:

1. Sit down regularly (at least annually) and have an extended conversation with your director— not simply as an evaluation conference— and ask them to describe what they are working on and what their dreams are. Ask what

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their criteria for success is, and how they are going to measure it. Ask them what barriers they have, and how can you as superintendent help lower barriers and help them succeed.

2. Be sure that the relationship between the Business Manager and Community Education Director is healthy, that there is continuing dialogue and information flow, that there is a commitment to “no surprises.” There may be times you need to step in on decisions regarding the allocation of costs that will have implications for the K-12 system and the Community Education program, but those need to be explicit and the consequences predicted, examined, and evaluated.

3. Occasionally attend a Community Education Advisory Council meeting to show your support of the program, to learn from the members, and to get a feel for the vibrancy of the community involvement and responsiveness of the program.

4. Consider having the School Board endorse a discretionary “Youth Activities Levy” which is currently in bill form and will be introduced at the legislature this term. It will provide districts with a discretionary equalized levy up to \$8.00 per resident for youth activities: summer recreation and after school enrichment and day care. This would be the first funding increase for Community Education in fourteen years.

5. When faced with a problem, include your CE Director in the problem solving. They are used to thinking out of the box and have good connections to a wide cross-section of your district.

6. Support MASA as it reaches out to Community Education Directors as an administrative group. Talk with your Director on why or why not he or she should become a member of MASA, and let the MASA office know the thinking of your CE Director on MASA membership.

As CEO's of the learning organization in our communities, we need to articulate a vision that while the community entrusts us with primarily with K-12 education, learning does not begin at age five and end at age eighteen. To engage the community in bringing that vision to life, we need to understand and work with— not just supervise, “put up with,” or ignore— our administrative twin, the Community Education Director.

I want to thank the following Community Education Directors for their time and kindness to be interviewed and offer my congratulations to their School Districts and Communities for having such great leadership: Chuck Klaasen, Buffalo; Colleen LaBlanc (ret.), Cambridge-Isanti; Mary Ann Albert, Sartell; Randy Gustaphson, Big Lake; and Shawn Kasianov, St. Cloud. •

Productivity Strategy ... Continued from page 17

“ A Productivity Strategy”

One possible change is to embrace a productivity strategy. Greater productivity potential lies in the utilization of differentiated staffing and through the innovative use of technology. However, within the existing constraints of the ‘public employee’ mindset, we go through great effort to make minimal changes in approach.

A productivity strategy suggests a more significant change. What if school boards and central administration looked more to educating children than running a school system? What if they looked to teachers to form professional practices? What if school districts contracted with groups of teachers for the education of children? What if teachers owned the professional practices? What if our communities provided school facilities and purchased the service of education from professional practice groups?

This more dramatic change has a school board no longer responsible for running the schools. Rather, school districts would act as “providers of education” utilizing the process of direct contracting.

With such an approach, would not

teachers in professional practice arrange themselves more like other professional groups? As an example in medicine the highest paid professionals act as facilitators and utilize other employees, whom they employ, to carry out many of the actual routines. You seldom see doctors drawing blood, running lab tests and making the minor diagnoses. These are jobs performed efficiently and correctly by lab techs, nurse practitioners and technicians.

Would not teachers in a professional practice, which they own themselves and from which their compensation was dictated, enhance their ability to perform at an efficient level? Would they utilize a differentiated staffing model so they could be the guides and facilitators while others carried out many of the routines of a child’s educational day? Would they not utilize technology and subcontract with companies providing web based curriculum to help their students with their learning? Would these teachers encourage students approaching mastery of educational tasks to teach other students who are still trying to achieve mastery? Great teachers know that re-teaching is one of the surest ways to reinforce learning that has already taken place. Plus the methodology can be highly cost

efficient in the delivery of education.

As education leaders struggle with shortages of money, the demands of parents to lower class sizes and the challenges of providing salaries that are acceptable to our professional employees, we may want to think more about the mix of productive and unproductive moments within our school days. We may want to redirect our strategies, taking a significant leap past minor innovations to one that includes contracting to professional practice groups of teachers the responsibility for educating a group of children.

What if a district offered a contract to a group of teachers and provided them with a group of students and a school building? The contract could provide both an appropriate level of financial support and an expectation of a level of student success. Wouldn’t it be wonderful if a small group of highly skilled teachers figured out how to make in excess of \$100,000 a year as they organized their educational practice in such a way that the children were still very well educated? •

Mark your calendar ...

MASA/MASE

**Spring
Conference**

**April 18 - 19,
2002**

**Radisson South Hotel,
Bloomington**

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AND BUILD FROM THERE.

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Calendar 2001 - 2002

September 29 - 30

Board Meetings

Madden's on Gull Lake,
Brainerd, MN

- Executive Committee
Saturday, September 29
9:30 - 11:30 am
- Board of Directors
Saturday, September 29
1 - 5:30 pm
- Sunday, September 30
9 - 11:30 am

September 30 - October 2

MASA Fall Conference

Madden's, Brainerd

October 10

Region III Meeting

Marshall*
11:30 am - 2:30 pm

October 10 - 12

MASE Fall Director's Conference

Cragun's Resort
Brainerd, MN

October 15

Region VI Meeting

St. Cloud*
8 am - 12 noon

October 17

Region IV Meeting

Fergus Falls*
9:30 - 11:30 am

October 17

MASA/MSBA Legal Institute

Bloomington Holiday Inn
8:15 am - 3:30 pm

October 22

Region II Meeting

Mankato*
9 - 11 am

October 24

MASA/MSBA Legal Institute

St. Cloud -
Americanna Inn
8:15 am - 3:30 pm

October 30

Region I Meeting

Rochester*
10 am - 12 noon

November 1

Region V Meeting

Motley*
10 am - 12 noon

November 13

Region IX Meeting

Four Points Sheraton,
Minneapolis
10 am - 12 noon

November 14

Region VIII Meeting

Thief River Falls
10 am - 12 noon

November 22 - 23

Thanksgiving Holiday

MASA Offices Closed

December 5

Board Meetings

MASA Office

- Executive Committee
9 - 10:45 am
- Board of Directors
11 am - 4 pm

December 24, 25 and January 1

Winter Holidays

MASA Offices Closed

February 6

Board Meetings

MASA Office

- Executive Committee
9 - 10:45 am
- Board of Directors
11 am - 4 pm

February 15 - 17

AASA National Convention

San Diego

March 29

Spring Holiday

MASA Offices Closed

April 17

Board Meetings

Radisson South Hotel,
Bloomington

- Executive Committee
9 - 10:45 am
- Board of Directors
11 am - 4 pm

April 18 - 19

MASA/MASE Spring Conference

Bloomington

May 27

Memorial Day Holiday

MASA Offices Closed

June 19 - 20

(Tentative)

Board Meetings

Madden's on Gull Lake,
Brainerd, MN

- Executive Committee
June 19
9:30 - 11 am
- New Officer and Board Orientation
June 19
11 am - 12 noon
- Board of Directors
June 19
1:30 - 5:30 pm
- June 20
9 am - 12 noon

* Location to be announced.

Congratulations to Our Colleagues!

Janine Dahms-Walker has joined the faculty of St. Cloud State University as Professor of Education Administration. Janine will continue with her position of Executive Director for the Benton-Stearns Education District until the end of October.

Bob Fischer, Director of Special Education for the Northfield Schools, has been nominated for the Council of Administrators of Special Education "Outstanding Administrator of Special Education Award." This national award recognizes individuals who have made significant professional contributions to leadership and field practice in special education.

Brad Lundell has been named Executive Director of Schools for Equity in Education (SEE). SEE is an association of 57 Minnesota school districts organized for the purpose of informing public policy makers about the necessity of securing adequate and equitable funding for schools.

Joseph Hallberg, MASA Business Partner and Owner/President of Hallberg Engineering, Inc., has been installed as President of the Consulting Engineers Council of Minnesota.

A Fair Day at MASA ...

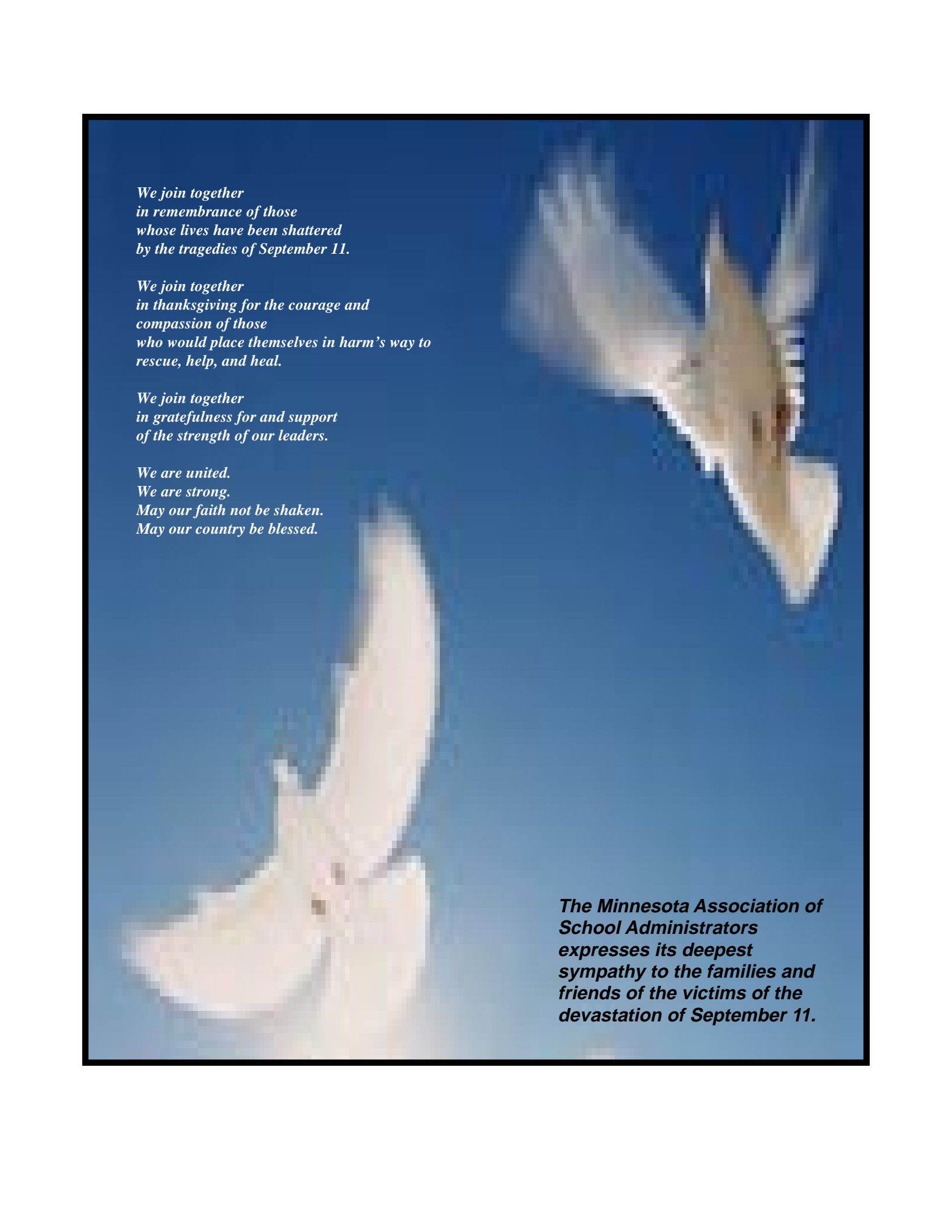
Another State Fair has come and gone, and here on Como Avenue, we once again watched the thousands of folks who showed up to show their livestock, see the shows, ride the rides, and eat the junk food.

MASA rents parking spots for those fair-goers, and that income helps us maintain our building. This year was a good year—attendance was up and the weather was beautiful.

Although the traffic gets tangled and the crowds are right in our front yard, we are pleased to see our fellow Minnesotans return yet again for the Great Minnesota Get-Together. At this time when our country has been attacked and our hopes are shaken, we like knowing that we may soon return to a time when the big news items of the day are about the fun and activities of our neighbors at the fair. •



Charlie Kyte checks "the lot."



*We join together
in remembrance of those
whose lives have been shattered
by the tragedies of September 11.*

*We join together
in thanksgiving for the courage and
compassion of those
who would place themselves in harm's way to
rescue, help, and heal.*

*We join together
in gratefulness for and support
of the strength of our leaders.*

*We are united.
We are strong.
May our faith not be shaken.
May our country be blessed.*

***The Minnesota Association of
School Administrators
expresses its deepest
sympathy to the families and
friends of the victims of the
devastation of September 11.***