



## Candidates for MASSP Secretary

### Jeff Drake Battle Lake High School

My name is Jeff Drake and I am enthusiastically running for MASSP Secretary!

Professionally, I have been a 7-12 principal for nearly ten years, most of which has been in Battle Lake. This year I became K-12 principal and serve as the district's curriculum director. I have also coached junior high football for the past three years. Life is busy - but very rewarding.



Jeff Drake

I grew up in the Northern Minnesota community of Deer River and went to school at Gustavus Adolphus College in St. Peter, Minnesota.

Professionally, my career has taken me to Capitol, Central, and Western Divisions giving me some familiarity with most areas of Minnesota.

My wife Amy is a science teacher and we have two children - Jessica and Connor. My hobbies include fishing, water-skiing, weightlifting, reading, motorcycling singing in our church choir and occasionally chasing after pheasants with our Irish Setter, Daisy.

MASSP has blessed my life both personally and professionally. I would like to give back to the organization and would greatly appreciate your support for MASSP Secretary. Ω

### Linda Plante Woodbury High School

To say that this is an exciting and challenging time to be a principal is an understatement! The list of initiatives is endless. The precarious economic climate adds to the dynamic. In these times we need a strong organization to support principals. I am excited at the possibility of being a part of the team that designs that support.



Linda Plante

I have enjoyed twenty years as an administrator and have seen a variety of initiatives, but have also met and worked with outstanding administrators who have student success at their core. The excitement and commitment of administrators throughout the state keeps me focused on this best of all careers.

Administrators need support to keep the spotlight on the work being done in every school and every district. Parents, communities, and legislators need to be kept apprised of the challenges we face and assistance we need. MASSP has been a beacon in this endeavor. I would be honored to be part of the team.

I would very much appreciate your support for the office of MASSP Secretary. Ω

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## Thinking About.

by Joann Knuth  
Executive Director

### Maintaining Balance

Schools are complicated places, whether they are small or large, 200 or 2,000 students. The challenge of leading them is great. Unless you have been a principal, I don't believe you can really understand the complexity of the job. The general public certainly does not.

Everyone goes to school and sees the principal at work, greeting staff and students in the morning, walking about the halls, reminding students class is about to begin or the bell has rung; supervising the cafeteria, thanking students at lunch for busing their trays or recycling the containers; waving goodbye to the buses as they roll away from school in the afternoon. That's what principals do.

So what's difficult about all that? Here's another scenario. Your secretary answers the phone at 7:45 a.m., 15 minutes after school begins, to hear a raspy voice whisper that there is a bomb in the building set to explode. She informs you and you immediately jump into action with the building communication and emergency plans. An angry student bursts into the office, expletives flying after being sent out of class for any number of reasons. It is February and a parent has slipped on the ice walking into school. She is angry and talking about calling her lawyer to sue you and everyone else in the school. It is not the first conversation you have had with her.

Then there is the staff meeting after school at which you had planned to distribute a survey the school climate committee is requesting. The previous night was a late one, following the boys' basketball game at which arguments over referee calls and coach reactions turned into a melee on the floor. The stands had emptied. You got home after midnight.

Preliminary staffing recommendations for next year are due to the superintendent tomorrow. You will need to cut teaching positions, again. Your husband calls to inform you that your seven-year-old son is not going to school today; he has a temperature and is throwing up. Who can stay home today? At this point the business manager calls wanting the overdue report. He hasn't heard about the bomb threat. It is now 7:50 a.m. The adrenalin is pumping into your empty stomach.

We've all had days like this, and maybe even worse. You get through using all your training, knowledge, preparation, personal and decision-making skills, and

energy. Can Friday come too quickly? Considering these most challenging times it is critically important to find balance in your life. Being a principal is really a 24/7 kind of job if you allow it to be. The stresses are great. Add to that school board expectations and community pressures, the multiple sports events, dances, plays, concerts, meetings you are expected to attend as the principal, and your life is no longer your own.

Then there is the technology, the pressure of email and instantaneous communications from staff and parents, voicemails to be answered, layers upon layers of written and voice communications.

How do you find balance?

Being a principal is one of the most demanding of jobs. So it is even more important that you take time for family, friends, and yourself to connect, relax and re-energize. It is particularly important to do this during these months between winter and spring breaks, when days are cold, dark, and long in Minnesota. I have seen principals lose their sense of balance because they don't take time away from school both physically and mentally. Judgment is impaired, patience grows thin, and the sense of humor so important to keeping perspective disappears.

So here is my Top Ten List for maintaining a sense of balance, particularly during winter in Minnesota.

1. Eat three healthy meals everyday, exercise regularly, and get adequate sleep.
2. Leave work at the office. Work is work. Home is home.
3. Do not spend more than three nights at school a week.
4. Take a ten minute power walk around the building everyday – and change routes.
5. Do one thing for yourself and your family at least once a week – go on a date.
6. Do music – sing, play, dance, listen.
7. Get creative – do crossword puzzles, sudoku, knit, do woodwork, read, write.
8. Take the Bozo the Clown punching bag out of your office closet and go for it.
9. Shut your door for 10 minutes and swear or meditate, whatever works.
10. Every night possible have dinner with your family, hold hands, give thanks, and talk.

Finally, remind yourself daily that you are doing the most important work in the world – educating children and creating a better future for them and the world. Ω



# Legislative and Legal Updates

by Roger Aronson, MASSP Attorney and Lobbyist

## Sexting

Few of us in education ever envisioned the dark side of technology that has become such an issue for school principals. The ability to send text messages and digital images using a cheap cell phone has created new issues, risks and dangers for students. As always, part of the equation includes new practical and legal challenges for school administrators.

At the outset, be aware that sexting is relatively common. While research is limited, preliminary data indicates a large number of teens and young adults have sent nude photos of themselves to others. An even higher number have sent sexually explicit text messages. Some surveys put the numbers at 20% while some are as high as 33%.

First, review your policies to see what they cover. Better to do the review now rather than after you have an incident. For definition purposes, note that anyone who engages in the practice of sending sexually explicit photos or messages electronically is engaged in sexting. Your policy should provide that anyone engaged in sending, receiving or in possession of sexting materials is subject to discipline up to and including expulsion. The point here is that both sending and receiving inappropriate materials needs to be prohibited. The behavior can cover a wide range of severity. As a result you need a maximum amount of discretion in the penalties.

Obviously, behavior that occurs at school falls squarely within our jurisdiction. But these issues go much farther than that. If a student received naked photos on his phone at home and brought them to school to show other students, the student should be disciplined as well. If students simply possess the images on a phone you may want to discipline them as well.

As always, being proactive will have the most positive impact. You need an information program for students. Students must be told that the school simply will not tolerate inappropriate material on cell phones at school. Also, students must be clearly informed that forwarding on the material is a serious offense. Students may have little active involvement in the initial sharing of the inappropriate material, receiving it as part of a message "chain". They need to know that possession, even at this minor level of involvement, is serious behavior that may result in discipline.

The issue of sexting involves several well-known concepts. A key component that must be explored is sexual harassment. As you know, sexual harassment is unwelcome conduct of a sexual nature that makes another individual feel uncomfortable. A key question in sexual harassment is whether the conduct has the purpose or effect of creating an intimidating, hostile or offensive environment. If it does, liability may attach including claims under Title IX and the Human Rights Act. Certainly, possession and sharing of naked images by an individual is conduct of a sexual nature. If the school has information that sexting has occurred,

the matter must be investigated and, if confirmed, disciplined.

This is not to suggest that principals should go snooping through cell phones without cause. You've got plenty of other things to do. But if you receive information about inappropriate images or texts on cell phones, do your investigation, discipline when warranted and make appropriate referrals to parents and law enforcement.

As one would expect, the ramifications of this conduct are expanding. For example, several criminal statutes come into play on the issue of sexting. Possession or distribution of pornographic materials involving a minor and indecent exposure are currently being discussed. Cases involving the criminal charges have been noted nationally in the news media and legislatures in other states are looking at creating new statutes to govern the conduct. (And we have a new cohort of "experts" to lecture you on the topic.)

One note. A special caution exists for the principal who finds inappropriate material on a cell phone. Care must be taken to insure that the material is maintained as confidential and is not accessible by anyone else.

## Cyberbullying

In a different matter, cyberbullying involves the same technology but with different conduct. Schools are required to have a policy prohibiting the bullying or intimidation of students. Two years ago the legislature added a requirement that included electronic forms of bullying.

The issue is pretty direct for behavior that occurs at school. The question involves investigation and the appropriate consequence. The challenge for the school principal is when the behavior occurs **outside** of school. Can we discipline behavior that occurs off school grounds and after school hours?

The answer to this question is closely connected to several issues administrators have wrestled with for years. Did the student's behavior get carried over to school? Did the student's behavior cause a disruption at school? Did the student's behavior have a direct effect on school discipline or safety? These can be close questions. If there is no connection to the school then there is no jurisdiction to discipline the student (apart from code of conduct violations for athletic eligibility or other privileges.) However, if the bullying behavior began elsewhere and continues at school a student may be disciplined. The conduct may be as subtle as a threatening look at a potential victim or as brutal as an assault.

Of course it is never simple. Just remember to keep in mind the rules on sexual harassment, the First Amendment, criminal law, new legislation . . . OK, you get the point. Don't forget your good judgment and common sense. Call us if you have a question. Ω



## President's Report

by Don Johnson  
MASSP President

Hopefully you took advantage of the opportunity to attend MASSP's Winter Workshop the last week of January. In addition to hearing a presentation from Dr. Russel Quaglia (who was not only informative but entertaining as well!) we made a presentation to Hon. James Ramstad, former congressman from Minnesota for his contributions to education and we heard a presentation from Dr. Karen Seashore entitled, "Building Strong School Cultures: The principal as instructional and cultural leader".

Dr. Seashore made several points that hit home with me:

**Instructional Leadership** must focus on **changing the culture of our schools**. As principals we can implement (or try to) all kinds of effective instructional strategies which would raise student achievement but if our school culture, due to student or staff issues is toxic in nature, none of those strategies will ever take root.

**School culture** affects not just how people feel but it also **affects student**

**learning**. As principals, we would all like our schools to be warm and welcoming because that "feels good". But making them warm and welcoming also translates into student learning and higher test scores. That should really get our attention these days!

**As principals, we can change school culture**. It's not easy and it will require assistance from others in your building, but for the sake of our students, it's imperative we address the need if it exists.

When we talk about school "culture", it is **more than just school "climate"**. Climate is relatively temporary but culture is more enduring, something not easily changed, but if it needs to be changed, it's incumbent upon us as leaders to do so.

**Schools with strong, positive cultures: have stronger work commitments** from staff; have **better cooperation**; have **better conflict management**; have **greater capacity for innovation** and **higher staff and stu-**

**dent performance**. Don't all of us want that in our schools? 4

I found out that as far as my teachers are concerned, **my "competence" as a principal is actually more important than whether they judge me to be "caring"**. In other words, they would rather I be competent and somewhat insensitive to their needs than to be caring and incompetent. I need to be effective in my instructional leadership. And I need to be spending more time in classrooms.

**Teachers also need - and want to feel that they have some influence over important decisions that affect teaching and learning**. Think in terms of site teams that do more than determine the bell schedule at Homecoming.

Compared to our elementary counterparts, **high schools have lower levels of "quality" instruction: and "professional community"**.

As you can see, Dr. Seashore caused me to pause and reconsider once again, what kind of school I want to have as well as the kind of effort it is going to take to make these changes.

I hope your second semester (or mid-trimester) is going well. The MCAs are around the corner! Ω

## 2010 MASSP Summer Workshop

June 15 - 18, 2010  
Breezy Point Resort  
Breezy Point, Minnesota

*We Look Forward to Seeing You There!*



State Coordinators are fortunate to be supported by the National Organization's staff. Assistant Director Lenor Hersey and Director of Member Services, Kathy Greenaway host quarterly Coordinator's conference calls that keep me updated on what is happening around our great Region 4. I learn about the unique issue facing North Dakota or the wonderful recruiting idea coming from Wisconsin. Membership services provide me with reports of Minnesota membership numbers and growth targets to help MASSP strategize future growth. It is, however, NASSP's legislative staffers like Amanda Karhuse who are my primary resource for what's happening in the Capitol.

I addressed several topics at the recent Winter Workshop, but two of are primary focuses for NASSP's leg-

islative efforts and bear repeating. The first is Senator Franken's Principal Recruitment and Training Act (Franken D-MN, Hatch R-UT). According to NASSP, "...school leadership is second only to teacher quality among school related factors in its impact on student learning...". The bill will create a grant program that will support aspiring principals with a full year of service under the mentorship of an experienced school leader. The aspiring leader must then commit to serving four years in a high-needs school. In addition, for experienced principals, additional mentoring and professional development will be available to strengthen skills tailored to the needs of the principal. We are fortunate to have Franken in our corner!

The second topic is one to watch. House Education and Labor Com-

mittee Chair, Miller (D-Ca) and 5 Dodd (D-CT) have introduced legislation to establish federal standards for Restraint and Seclusion in Schools. The Act would "prohibit the use of physical restraint or seclusion unless a student's behavior poses an imminent danger of physical injury to the student, school personnel, or others. Only those school personnel who have been trained and certified by a state-approved training program could impose physical restraint or seclusion except in "rare" and clearly unavoidable emergency circumstances". NASSP has concerns about how this would be implemented in schools and the potential for litigation under such strict guidelines. I'll keep MASSP informed as this bill progresses.

I continue to be honored to serve you as State Coordinator - please contact me with questions.

Mary Pat Cumming is Associate Principal at FAIR School Downtown, part of the West Metro Education Program. She can be reached at [mary-pat\\_cumming@WMEP.k12.mn.us](mailto:mary-pat_cumming@WMEP.k12.mn.us) Ω

## State High School League Board of Directors Seeks Principal to Serve as Representative

The Minnesota Association of Secondary School Principals is seeking principals interested in serving on the State High School League Board of Directors. Any class "A" principal is eligible to fill this position.

Interested candidates may obtain an application by calling the MASSP office. Applications are due in the MASSP Office no later than Friday, March 12, 2010. Candidates should be committed to attending all meetings of the Board of Directors as well as several special meetings and tournament assignments. Candidates should be prepared to miss a minimum of seven school days. The position is for one (1) four-year term, 2010- 2014 and a member is eligible to serve one full four-year term.

MASSP's current representative, Dean Ogg's term expires at the end of the 2009-2010 school year. We thank Dean for his service to MASSP and the High School League.

The High School League Board is comprised of twenty people: four members representing Class "A" regions and four representing Class "AA" regions; two representing the School Boards Association; four representing activities; four governor appointed members and two representing MASSP. Prior to 1988, principals were not represented on the High School League Board of Directors. Our attorney, Roger Aronson, was instrumental in getting legislation passed that included adding two principals to the governing board.

The League's Board of Directors is at the center of League action. Board members serve four-year terms and meet approximately eight times per year to act on changes to the League's constitution and to determine policies that deal with the management of the League office; administration of state tournaments; interpretation and enforcement of competition rules; publishing and dissemination of information.

If interested in the position the application can be found on the MASSP website. Please email applications to [nan@mail.massp.org](mailto:nan@mail.massp.org) or fax to: 651-999-7331 Ω

# Minnesota Principals of the Year <sup>6</sup>



**Bruce Locklear**  
Edina High School

Dr. Bruce Locklear was selected the 2010 Minnesota High School Principal of the Year based upon his use of collaborative leadership in implementing reforms that enhance student achievement and

personalization efforts to improve school climate. "Edina High School has a blessed atmosphere where students don't rival with staff, but work together. Doc Lock created this climate". This is the description of Samantha Soultau, Edina H.S student who began her letter describing Bruce Locklear, writing; I believe there is a principal, and then there is a *Principal* - Dr. Locklear's ability to inspire students has a caliber matched by no other."

Bruce believes that today, more than ever school leadership must have a laser like focus on student learning, that transcends the classroom and meets the students where they are and affords students the opportunities to prepare for a changing and bright future. Edina High School has been able to achieve this through collaborative leadership driven by innovation to continually improve the manner in which they reach and teach all learners.

Edina High School's vision is to "reach and teach all learners". Through Dr. Locklear's leadership, Edina has implemented many programs including: the STRIVE program, Edina Math, the Mentor Connection, a comprehensive College in the Schools Program, a student leadership development program and H.S. 101.

Superintendent Ric Dressen describes Dr. Locklear as a visionary, passionate, and connective leader. "He is an impact player and is making a difference well beyond Edina's borders. He is the best." Ω



**Coleman McDonough**  
Hazel Park Middle School Academy

An outstanding principal is first an enthusiastic learner who creates a culture of learning for every student and staff member. Coleman (Coley) McDonough, the 2010 Minnesota Middle Level Principal of the

Year is that principal.

In 2007, Coley was selected as principal of Hazel Park Middle School Academy. His first initiative, in leading this "turn-around school" was to create a leadership team. This group developed a shared mission, vision and values. They shared knowledge, created implementation plans and revised grading practices. In addition, every teacher at Hazel Park Academy belongs to a Professional Learning Community that meets weekly to discuss best practices and focus on promoting student learning. The Hazel Park staff has built a coherent and collaborative leadership system focused on student learning. Decisions are data driven, school improvement goals are focused on student learning and are measurable. Most importantly, students and staff are proud of themselves and their school.

All of this was accomplished because Coley set expectations. He had vision, educated staff, prepared them, put faith in their expertise, and provided staff time to plan and create.

As a leader, Coley models the behaviors we seek to instill in students with drive and passion to provide students with the opportunity to be successful learners. He believes that by intentionally creating a positive school climate they have created an environment in which students can learn, teachers can teach and principals can lead. Ω



**Karen Wollak**  
Tartan High School

Karen Wollak, Assistant Principal at Tartan High School has been named the 2009-2010 Minnesota Assistant Principal of the Year. Karen was selected based upon her desire and ability to develop

positive relationships with students, collaborative work with staff and community, and design and implementation of new programs that benefit student learning.

After analyzing data and seeking staff input, Karen advocated for and helped institute a Back on Track math and English program for students who were failing in their core math and English courses. This program has resulted in a 20% increase in the students' passing rates. In collaboration with the Student Assistant Team, Tartan has also instituted a Freshman Transition as well as a Freshman Seminar program to assist 9<sup>th</sup> graders who are at greater risk for academic failure. These two collaborative efforts have resulted in personalized programs for students that address social, emotional and coping skills as well as attendance, behavior and organizational skills.

These programs are successful due to Karen's supportive yet challenging demeanor. She is not satisfied with statements the "too many students are failing". She expects data to support staff concerns and gently guides staff to develop a best practices model of intervention. With these interventions in place, Karen continues her leadership role in keeping staff focused on their goals of improved student performance, data driven interventions and modifications.

Parents and staff alike see Karen as uncompromising in her efforts to provide quality education for students and while never losing sight of the students and their needs. Ω



## From the Field

By Nicholas J. Miller  
Associate Professor  
Educational Administration  
St. Cloud State University

I found it very interesting that the results of a recent survey of the job satisfaction of workers indicated that job satisfaction was the lowest in the last 30-40 years. It is apparent that these results give all of us who are leaders something to think about. I would like to address two separate issues that I find interesting for principals. I would like you to consider your job satisfaction. What makes you happy about being a principal? What aspects of your job cause you the greatest dissatisfaction? Secondly what challenges can you identify that cause dissatisfaction with your staffs and what are some things that you can do about it.

When I did the research for my dissertation in 1985 I used an instrument to measure the job satisfaction of secondary principals in Minnesota. In fact I sent the survey to the membership of MASSP. My data indicated that the MASSP principal group had a higher overall job satisfaction rating than any other group that had ever been given this survey. All the other groups that were surveyed were groups not working in the education field. As I recall, principals found satisfaction from the intrinsic rewards of the job such as mission, purpose, relationships and the ability to make a difference. Although I have no quantitative data I suspect that this still holds true. I have the opportunity to visit many schools and work with principals of all levels and sizes. Although I hear many of you say that the job is more challenging and difficult every year, I always sense that principals still love their roles. I have not talked to one principal in the past few years that has said that he or she would want to do any other job or go back into the classroom. I

see principals who work long hours and deal with a multitude of problems on a daily basis and yet are optimistic, hopeful, and convinced that they make a difference. This vocation that we call the principalship requires individuals who are not only very bright and talented but also have the ability to welcome challenges with confidence.

In a speech that I made to the CMASSP this fall I challenged the principals to recognize the difficulty and demands of the job. Many great principals are very humble and minimize the skills that are required to run a school. In my role as a trainer of future principals I always take offense when practicing principals refer to "jumping through the hoops" to earn a principal's license. There is no doubt that all of us learn many things on the job, but I am convinced that a demanding preparation program that is based in a foundation of theory and research is essential for the school leaders of the future. One of the requirements for K-12 principal licensure is a field experience with a practicing principal that provides my students at least 320 hours of hands on experience. I have found that the seriousness with which the principal approaches this internship directly affects the quality of the experience. I am grateful and amazed with the many principals who provide my students with the time and commitment that are required to make this experience beneficial. It is clear that principals in general feel a real sense of giving back to the profession.

Secondly, it is very important for you to recognize signs that indicate dissatisfaction among your staff

members. This is a very challenging time for school principals because in this time of economic difficulty you are still expected to initiate change and demand even higher expectations. I continually witness principals who successfully lead their schools even in these difficult times. I am convinced that the foundation for effective leadership is based in the leader's ability to build trusting relationships with whom he or she works. Relationships can only be built with trust, honesty, transparency and empathy. At this time when money is short and demands are increasing, it requires that we build even stronger relationships. I encourage each of you to take a close look at the climate and culture of your building and access where you are at. I then recommend that you take steps to address your issues. You are dealing with challenging times and without strong relationships this job can become very difficult. Call your fellow principals, do some reading, and solicit opinions from your staff if you are looking for ideas. Unfortunately it appears that these challenges will not go away soon. That is why the research constantly identifies the principal as the key person in the school. You do make a difference.

I am hoping that this monthly article will result in input from the members. I am looking for you to let me know what new programs and ideas that you have developed. I also want to hear what unique challenges you are facing. We often hear about the inadequate preparation that principals receive in their 6<sup>th</sup> year programs. I want to hear from you. In what areas were you unprepared. I will be contacting interested members to pursue this question in a more formal way. I would like to develop a survey and bring together a focus group to deal with this issue. Ω

*Nick Miller's email address is njmiller@stcloudstate.edu.*

# Student Leadership Auction a Great Success!

The silent auction held during the MASSP Winter Workshop was a success, raising over \$1,420 for the Leadership Scholarship fund. Many thanks to the Divisions, Executive Committee and Board who contributed items for the auction. Items donated this year included a birch log bird feeder, artwork, a quilt, candles, ski packages, a golf outing, overnight stays at The Marriott, Breezy Point and Arrowwood Resort, beverage baskets, Chip and Dip Poker Party, a Friday Night fun basket and much, much more. Also, a big thank you to all who purchased items in support of the scholarship. I know that the recipients appreciate the scholarships presented to them.

Each year MASSP presents the Student Leadership Scholarship to the

Councils at the opening banquet of the Winter Workshop. Both Presidents participate in their schools' National Honor Society Chapter or Student Council, as well as working with the student Executive Committee for MAHS or MASC. Sarah Malaske, MAHS President and senior at East View High School, and Kristen Emmons, MASC President, and senior at Mounds View High School were surprised by the scholarship presentation. They believed they were attending the dinner with their parents as recognition for their service to the student leadership organizations, not



Pictured from left to right are: Sarah Malaske and Kristen Emmons.

President of the Minnesota Association of Honor Societies and the Minnesota Association of Student

to receive a scholarship. Everyone was pleasantly surprised. Ω

## Doug Erickson Selected for NASC Advisory Council



**Doug Erickson**, student council advisor at Orono High School, was selected to represent Region IV as the adult to the NASC Advisory Council. Doug was selected during the NASC Region IV meeting held in Minnesota. The Student Council Executive Committees from Minnesota, North Dakota, South Dakota, Wyoming, Wisconsin and Michigan met together for networking, leadership training, and the interview process January 30 and 31<sup>st</sup>. Doug will serve from July 1, 2010 – June 20, 2012.

### The NASC Advisory Council:

The NASC National Advisory Council is a standing committee of the NASSP Board of Directors. The membership of the Council includes student council leaders, student council

advisers, principals (or assistant principals), a liaison from the National Association of State Student Council Executive Directors (NASSCED), and a liaison from the NASSP Board of Directors.

The NASC National Advisory Council serves NASSP, NASC and their members by advising the Board and NASSP/NASC staff on issues, topics and concerns related to student council and selecting the winners of the middle level and high school Warren E. Shull Adviser of the Year at the regional and national levels.

The NASC National Advisory Council works to identify and bring forth student council-related issues, topics, and concerns that provide opportunities for NASSP/NASC input or response, provide critical review, feedback, and recommendations on issues, topics or concerns as requested

by the NASSP Board and staff, provide periodic review and recommend revisions or enhancements for NASC Awards programs as requested, and to assist NASSP/NASC staff as called upon during the NASC National Conference.

Doug has been the student council advisor at Orono High School since 1981. He has been involved with the Minnesota Association of Student Council since 1991. Mr. Erickson served at the MASC State Advisor from 1997 - 2003. He has received both the Minnesota Earl Reum Award and the Warren E. Shull Award for his service to student council leaders and their advisors. Last year, Doug was selected as the Region IV Earl Reum Winner. MASC is proud of Doug Erickson, and we know he will do a great job representing Minnesota and all of Region IV on the NASC Advisory Council. Ω

# Preparing the Next Generation of Educational Leaders <sup>9</sup>

By Bruce Locklear

As we prepare to shape the next generation of educational leaders, affectionately referred to as the millennial age, what are some skills, strategies, and coaching techniques that may assist in this endeavor? However, we should first understand more about the millennial generation. According to Howe and Strauss, in their work *Millennials Go to College* (2003) they define this generation as a generation that has been treated as special and important; a generation with the intent to solve problems and create positive and creative solutions. It is also a generation that has been raised with a significant amount of praise coupled with frequent feedback.

While Howe and Strauss refer to the millennials as a sheltered generation, they are also referred to as a confident generation, not only confident in their skills but also confident in their future. It is a generation that is assertive and capable both of defining and asserting their views of right. A definitive strength of this generation is the ability to team. The millennials are a tight knit generation who dislike selfishness and are oriented toward service learning and volunteerism. Additionally, the boomer generation made their mark in the humanities and arts, whereas the millennials prefer math and science fields. This is perhaps the most 'pressured' generation to emerge in the history of our society. They have been pushed hard to achieve and often as a result take on too much.

Now that we have a deeper understanding of the generation, what are some skills and traits that we as a boomer or Gen X or Gen Y leader should be aware as we train this next generation for roles of leadership in education? Kent Blumberg, a personal coach, posed the following question on LinkedIn, "If you are twenty something, what would you advise a 50 something manager about how to engage you in the organization so that you would not only contribute but also flourish.

Some of the comments are as follows:

*This generation grew up with an abundance of recognition. Don't wait for miracles before you notice and point out great stuff - recognize and celebrate often.*

*Don't micromanage these folks. They will work the necessary hours to get the job done, but also appreciate a degree of flexibility on how to get the job done.*

*Help people connect the daily work to the greater good or the bigger picture. This generation is driven by a vision of greater good, so the more we can connect the dots between the day to day and the bigger picture the more successful the millennials will be in leadership roles.*

*These folks are more focused on a balanced and busy life - a life that includes non-work passions. Recognize and support their need to turn work off. If they're*

*getting the results, cut them a lot of slack.*

*Inform them quickly, clearly, accurately and often. They want to know. How we inform this generation should be different as well. Use internal blogs, text messages, email, Twitter and other tools to get the word out. If you don't know how to do some of these, ask your students for help.*

*Mentoring and other forms of career development are not optional with this new crop of employees. Don't leave them floundering to figure out how the organization works and how to find their place in it. Find out what assistance they need and get it for them.*

*Given their focus on team, I suspect they will not respond well to internal competition. Look for ways to help people come together for the common good.*

When all is said and done we have made sweeping generalizations about a very special generation. The real key to success in leading 20-somethings (30-somethings, 40-somethings, 50-somethings, any-somethings) is to treat each as an individual and provide opportunities and support for growth. Figure out what "floats their boat, keep the water level high, and the tank full of gas," and don't be afraid to ask what they need to get the job done. There are exciting times ahead for the future of educational leadership! **Ω**

## Leadership Partnership Awards Announced

From Minnesota State Colleges and Universities (MnSCU)

Three school principals have been honored with a new Leadership - Partnership Award.

Two high school principals and an elementary principal have been presented with a new Leadership - Partnership Award from the Minnesota State Colleges and Universities system to recognize excellence in collaborating with one or more of the system's colleges and universities to better serve students, communities and the state.

"We are honored to work with the state's leaders in the elementary and secondary communities," said Chancellor James H. McCormick. "The recognition of these three individuals represents our high regard for them, their schools and the students they serve. In the face of tight budgets and high expectations, these individuals are achieving remarkable results in the schools they lead and building strong connections with partner colleges and universities in the system."

The Elementary Principal Leader-

**ship - Partnership Award:** Andrew Collins, principal of Dayton's Bluff Achievement Plus Elementary School in St. Paul. The award honors Collins' leadership and commitment to collaborations with Metropolitan State University on a number of projects including College for Kids, Literacy Corps, Library Outreach, Environmental Education and Urban Teaching Program placements.

Leadership Partnership Awards  
...continues on page 12

# American Red Cross Starts Educational Scholarship Program

With the cost of higher education continuing to escalate, scholarships are an increasingly essential component of many educational budgets. Recognizing the importance of cultivating today's youth to be tomorrow's leaders, the American Red Cross developed the Young Minds Change Lives educational scholarship program which allows high schools to earn up to \$2,500 in scholarship money while helping to save patients' lives by hosting blood drives with the Red Cross.

The Red Cross is the largest provider of blood products and specialized laboratory services in Minnesota and across the country. As a volunteer-based organization, the Red Cross partners with organizations and institutions in communities to host the blood drives that ensure a safe and adequate blood supply for patients in need. Patients like Matt Deyo.

Matt was a high school senior when he was diagnosed with osteogenic sarcoma, a type of bone cancer found in adolescents. Matt's treatment required many blood and platelet transfusions. "There is so much to cope with," he said. "But the one thing I didn't have to think about was the availability of blood products, even at the end of my treatment when I was lying in bed bleeding, I did not question that blood



**Matt Deyo — Blood Recipient**

would be there when I needed it." Now cancer-free and a member of the local Red Cross Blood Services Region's board of directors, Matt encourages eligible teens to get involved by donating blood and hosting Red Cross blood drives.

Shakopee High School principal Jim Murphy has supported Red Cross blood drives at his school for 20 years.

"We host two blood drives each year," he said. "The days we host the drives there's always a good feeling in the school. It's always amazing to me to see the students all working together. Different groups of kids that may not hang out with each other are united for the cause of saving lives. It's a great process - a good way for the students to learn the importance of giving back to the community."

Red Cross representatives work with students to help ensure their blood drives are successful by providing tools, materials, timelines and tips on how and when to get the community involved. Through this collaborative effort, students gain hands-on experience organizing and managing a blood drive.

To learn more about the Young Minds Change Lives Scholarship Program and hosting blood drives with the American Red Cross, please contact Doug Winter at 1-800-426-2146 ext. 8922 or email [winterd@usa.redcross.org](mailto:winterd@usa.redcross.org). Also visit [redcrossblood.org](http://redcrossblood.org) to learn more about the Red Cross and lifesaving act of blood donation.

The need is constant. The gratification is instant. Give blood. 

## Emerging Leaders

An MASSP Collaborative effort with MASA and MESPA

**March 25, 2010 TIES Building - 1667 N. Snelling Av, St. Paul, MN**

Learn what educational leaders should know and be able to do! Attend this practical one-day conference for talented and motivated emerging leaders. If you are considering a principal position, district or building leadership position or the superintendency as a professional goal, this conference is for you. This conference will include general sessions with information and perspectives vital to all educational leaders, as well as expert panels and breakout sessions focus on specific skills and expectations.

**\$99 — Registration form is available at [www.massp.org/massp\\_professional\\_events.html](http://www.massp.org/massp_professional_events.html)**

# College Preparation: Boosting Parent Involvement The Old Fashioned Way <sup>11</sup>

By: Mary Slinde, Associate Principal, Hopkins High School and Dr. Pat Schmidt, Principal, Hopkins North Jr High School

Parents are our partners, but often what we give them is some of this and some of that – college preparation evenings here, handouts or packets there, and lots and lots of links on our websites in between. To be really comfortable, though, many parents want more than we can provide them a few hours at a time, even several times a year. *They just want a good book.* Problem is, there never was one – until now.

Last spring, a former parent said she was going to document the entire college preparation and search process for other parents. We both knew her quite well. In fact, she volunteered in our College and Career Center every week of her son's high school career. She readily admitted she was "more neurotic than most." However, all she wanted was one complete resource to read and refer back to at her leisure without searching for notes or "filling in the blanks from PowerPoint presentations." An all-in-one book would also help parents who can't attend presentations, who hesitate to "bother" school counselors, or who just "don't know what they don't know." So, imagine our delight when she recently finished a self-published, 120-page book called *Acing the College Search: What Every Parent Needs to Know*.

The book is organized as parents would logically progress through the process, all in an easy-to-read, conversational style:

- Basic definitions and important terms.
- Tips for getting students interested, with grade-by-grade suggestions and timelines.
- College website organization and information.
- General college search website use and other sources of college information.
- High school preparation guidelines and career exploration tools.
- Admission test descriptions, differences and dates.
- Freshman credit and advanced standing opportunities.
- Application procedures and options.
- Financial aid and scholarship information.
- Military education options.
- Resources for athletes, performing/visual arts majors, and students with disabilities.
- Information for home-schooled students and non-US citizens.
- Decision factors and final steps.

There are even helpful hints for parents the last summer before college, and the anecdotes throughout the book make it enjoyable and "real life." She also addresses topics of keen interest to many parents – private college counselor services, test preparation classes, college rankings, etc. – and provides links to articles that she personally found helpful. Plus, her statistical data in the Appendices presents high school requirements, test scores and costs

from 50 colleges and universities around the country, not just Minnesota. We'd never seen anything like it.

She was adamant from the start about respecting and being consistent with our counseling staff, so she had asked them for input and got help from college representatives as well. "I want to supplement college preparation initiatives already in place, not try to replace them or go around them. Counselors are absolutely the best resource. I know, because I took advantage of them constantly. But they can't be all things to all people; they just don't have the time. Plus, students should know how to research various college programs and opportunities. For instance, the same major can vary tremendously from college to college. Few parents or students realize this, but it can really impact their college experience. I want everyone to know how to look for these differences to help avoid disappointment later on."

Naturally, we met several times. Should we make the book available? If so, how? We decided it would be great for any family from high school to middle school. As a result, we started offering the book this fall, mainly at conferences, through the sponsorship of one of our parent groups. To be eco-friendly and affordable, it's available only on a CD-ROM. This way, parents can read it on a computer whenever or wherever they have access, print all or part of it on their own, or do both. At \$10 per copy, the author even donates \$1 of each back to the school.

Not surprisingly, at a recent school function we overheard one parent say, "I read through the book once and already started a discussion with my daughter based on the simple questions it outlines and the more teenage-friendly tools it suggests, like using Google Earth. Now I want to read it again so I can keep following up." Another parent said, "I wish we had had this with our older child. We could have helped him to be better prepared so he could have made better use of his counselor's time." Plus, for families of students in programs like AVID, we think it could be especially useful as well.

Great value can be gained by providing a wider variety of resources to meet the increasing diversity of student, parent and family needs in the college preparation process. When new resources come along, we can at least make them available so our families can decide which ones work best for them. In the end, whatever we can reasonably do to facilitate parent and family involvement can only enhance the future educational opportunities for our students. Sometimes it just takes a good book. Ω

*For a detailed Table of Contents and additional information about Acing the College Search: What Every Parent Needs to Know, the author can be reached at [acingthecollegesearch@gmail.com](mailto:acingthecollegesearch@gmail.com).*



## Calendar of Events — 2009 - 2010

Mar 12-14, 10.....	NASSP National Convention.....	Phoenix, AZ
Mar 23-24, 10.....	Board/Exec Committee Meet.....	TBD
Mar 25, 10.....	Emerging Leaders Workshop.....	TIES Building - St. Paul, MN
Jun 15-18, 10.....	Summer Workshop.....	Beezy Point, MN
Jun 21-22, 10.....	Board/Exec Committee Meet.....	Breezy Point, MN

**Leadership is understanding people and involving them to help you do a job. That takes all of the good characteristics, like integrity, dedication of purpose, selflessness, knowledge, skill, implacability, as well as determination not to accept failure.**

**- Admiral Arleigh A. Burke**

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## Minnesota State High School League Representatives

Dean Ogg.....	Staples-Motley Schools.....	"A" Representative.....	Motley, MN
Luanne Wagner.....	St. Francis High School.....	"AA" Representative.....	St. Francis, MN

## Leadership Partnership Awards . . .continued from page 9

**Secondary Principal Leadership - Partnership Award:** Laverne Hakly, principal of Virginia High School in Virginia, Minn. The award recognizes her strong advocacy and support for the work of Mesabi Range Community and Technical College and specifically for the Applied Learning Institute that offers college-level technical courses to high school juniors and seniors, theater programming and service on the college's Wind and Emerging Technologies Advisory Committee.

**Special Recognition Leadership - Partnership Award:** Virginia Karbowski, former director of the Secondary Technical Education Program, which is part of the Anoka-Hennepin School District, is located on the Anoka Technical College campus. The special award recognizes Karbowski as a champion for career and technical education in Minnesota and as instrumental in maintaining a focus on the student "in the middle" who is often overlooked. On



Pictured from left to right are: Joann Knuth, MASSP Executive Director, Virginia Karbowski, former Director, Secondary Technical Education Program, Anoka-Hennepin School District, Laverne Hakly, Principal, Virginia High School, and Chancellor James H. McCormick, MnSCU.

Feb. 1, Karbowski assumed a position as program director of career and technical education pathways in the Academic and Student Affairs Division, Office of the Chancellor, Minnesota State Colleges and Universities.

These two awards were presented January 29, 2010, at the Minnesota Association of Secondary School Prin-

cipals Winter Workshop in Minneapolis.

The system worked closely with the two associations to develop this new award, said Cyndy Crist, system director for prekindergarten-16 collaboration. "We were pleased with the number and strength of nominations for these new awards," Crist said. "They made clear the extent to which principals and other educators are working with college and university partners to create new and better ways to help students move seamlessly and successfully along their educational pathways."

The Minnesota State Colleges and Universities system comprises 32 state universities and community and technical colleges serving the higher education needs of Minnesota. The system serves about 260,000 students per year in credit-based courses and an additional 164,000 students in non-credit courses. Ω