



MASSP Spends a Day on the Hill

Members of MASSP's Executive Committee joined with the leadership of MESPA to spend a day on Capitol Hill visiting with the Minnesota delegation in July. This annual event provides opportunities to inform our national legislative leaders on bills pending before the Congress and Senate.



Pictured left to right are: Mary Pat Cumming, Senator Amy Klobuchar and Joann Knuth.

President Peter Olson, Princeton High School; President-Elect Jim Smokrovich, Grand Rapids High School; Coordinator Mary Pat Cumming, FAIR School Downtown; Executive Director Joann Knuth; and Roger Aronson, MASSP Attorney, lobbied Minnesota's Senators and Congressional Representatives on several key pieces important to our national and state education agenda. *The School Principal Recruitment and Training Act*, introduced in the Senate by Al Franken, will provide principals the train-



Roger Aronson discusses national issues with (L to R) Jim Smokrovich, Jon Millerhagen, Pete Olson.

ing and support they need to improve student achievement, particularly in low-income, high need schools. This Act also provides mentoring and professional development to current principals to improve their instructional leadership.

MASSP worked closely with Senator Franken's staff as the bill was formulated. His office has sought input from both MASSP and MESPA regarding this bill along with several issues and serious concerns regarding the School Improvement Grants and school reform

models mandated by the SIG grants.

NASSP partnered with the National Middle School Association and a number of our education reform groups to help draft the **Success in the Middle Act** introduced

by Representative Raul Grijalva (D-AZ) and Senator Jack Reed (D-RI). The bill incorporates many aspects of *Breaking Ranks in the Middle* including: requiring schools with middle grades to develop early warning and



interventions systems for students at risk of dropping out and developing a clear plan that describes what students are required to know and do to successfully prepare for high school and



Senator Al Franken with leadership of MASSP and MESPA

post-secondary education. Data from ACT tells us that the level of academic achievement students attain by eighth grade is a stronger predictor of college

**A Day on the Hill
...continues on page 7**

On the Inside

Director's Column2
Legislative and Legal Updates.. 3

President's Report.....4
Are You More than a Member?5
"From the Field".....6

"Day on the Hill" article cont. ..7
MAHS & MASP News8
Principal Review Model9



Thinking About...

by Joann Knuth
Executive Director

Opening school each fall is a complicated process. It begins early the previous year. Barely does the year get going before principals are thinking of next year. Recruitment of students, registration and scheduling them, staffing, curriculum development, professional development, purchasing books and supplies, technology implementation, capital improvements, room assignments and preparations, public relations and marketing, parent communications and website updating, and overriding it all is budget, budget, budget.

This year begins with an intense focus on schools, perhaps greater than ever in recent history. With the plethora of communications bombarding the public daily about what schools are doing — or not — well, it is encouraging to read the 42nd annual PDK/Gallup Poll. Among the important findings of the report is Americans' belief that most importantly a national education program should focus on improving the quality of teaching for all students. This focus on quality teaching needs to provide professional development for current teachers, who teach a rigorous curriculum, and encouragement for prospective teachers to enter the profession.

There is decreasing support for President Obama's education agenda with its approach to school reform mandating removal of the principal and teachers or closing the school. In fact, the public strongly opposes such action and, instead, supports retaining the principal and teachers in schools identified as low performing, providing them the additional support and resources they need to increase student performance.

Americans see school funding, or lack of it, as a major crisis. According to a PDK poll summary, "46 percent of public school parents named school funding a major crisis and the biggest problem facing schools in their communities." It confirms, once again, that the public gets it — gets the connection between strong, adequately funded schools and their communities' health and vitality. Other key findings include, as quoted from the PDK Poll summary:

- **College for all.** Ninety-two percent of parents believe their children will go to college, which will provide more job opportunities and better income.
- **Respect for teachers.** Seventy-one percent of Americans say they have trust and confidence in teachers, with a greater percentage (78 percent) of public school parents registering confidence. Two out of three Americans would support their child's decision to teach in the public schools for a career.
- **Education is not federal issue.** Specifically, four out of five Americans believe the federal government should not have a role in holding schools account-

able and that local school boards should set education standards. 2

- **Quality of teaching is key to school improvement.** The top three responses were: (1) improve the quality of teaching, (2) implement a challenging curriculum, and (3) help students be more successful.
- **Teachers need more time to learn.** More believe that having teachers spend more time learning new ways to teach would have a greater effect on student learning than having students spend more time in school.
- **Support for charter schools growing.** Americans increasingly embrace public charter schools. Sixty-eight percent of Americans have a favorable opinion of charter schools, and almost two out of three Americans would support a new public charter school in their communities.

This year's Poll findings align in many ways with a comprehensive report published recently entitled *Investigating the Links to Improved Student Learning*, authored by Kyla Wahlstrom, Director of the Center for Applied Research and Educational Improvement (CAREI) and Karen Seashore Louis, Regents Professor and author of *Building Strong School Cultures* among other books and papers, both from the University of Minnesota; and Kenneth Leithwood and Stephen Anderson, University of Toronto professors. This five-year landmark research study, funded by the Wallace Foundation, intensely investigates the nature of school leadership and traits to identify which delivers high student achievement.

Their research draws from nine states where they sampled 43 school districts representing multiple demographic and geographic characteristics. This is the largest study of its kind to date, examining the qualities and traits of successful leadership in high performing schools. The study looks at leadership through three lenses; distributed leadership, shared leadership, and collective leadership. The third, collective leadership, is the model practiced by the most successful, high-functioning principals. The identifier "collective" is descriptive of a system in which mutual influence exists across stakeholders who help shape decisions. It is the "total amount of influence attributable to all participants in a school district: teachers, parents, principals, district office staff and community members."

Three very interesting findings about collective leadership are:

- Collective leadership has a stronger influence on student learning than any individual source of leadership.
- Compared to all teacher respondents, teachers from high-performing schools attribute greater influence to teacher teams, parents, and students.

Knuth...continues on page 4



Legislative and Legal Updates

by Roger Aronson, MASSP Attorney and Lobbyist

Welcome back. Although given the schedules that all of you work, your duties probably started a month ago with planning, teachers returning, scheduling, some hiring, and fall activities. But now it's down to business.

The start of the school year is a good time for basic reminders from legal counsel. Nothing you haven't heard before, but maybe some things you haven't thought about for a while. Consider this a legal warm up for the school year.

Make certain to establish positive professional boundaries with your staff. This is especially important if you are a "new" principal. This is not to suggest that you be aloof, but it is important to maintain a professional distance between principal and staff. Remember that there are many eyes on the principal. Teachers, board members, parents – and of course students – look to the principal to set the standard. Set it high.

Remember to treat all complaints of every nature seriously. Sometimes the complaint or allegation may appear obviously false or even bizarre. Better to have a record that you looked into the matter and found it unsubstantiated. The worst-case scenario is a circumstance where the complaint is ignored and later is found to have some substance. Also, there is no substitute for prompt investigation. (Very high marks for the Elk River Administrative staff on recent football team hazing.) There is no substitute for prompt investigation of complaints.

Commit to do thorough evaluations of your staff. While this doesn't sound new, last year brought on a renewed emphasis on evaluation. Do you have an established **schedule** for the evaluation of your tenured teachers? Does the teachers' collective bargaining agreement contain provisions on evaluation?

Make certain your evaluations are thorough and individually tailored to the teacher. (Ten evaluations that contain identical comments will raise more concerns about the principal than the teachers.) It is essential that the evaluation process be rigorous. Have you done an evaluation that included appropriate constructive criticism

lately? Weak teachers must be held to appropriate standards. If this doesn't happen, the principal is on the hot seat. Evaluation should improve teaching skills and performance. Commit to improving your practices in this area.

Refresh your understanding of child abuse reporting. Remember that **the statute requires the reporting of suspected abuse immediately** followed by a written report within 72 hours. Take a trip to the Department of Education's web site and bookmark the "Maltreatment of Minors" and use it when you need it.

Review your data privacy practices. (Note that I said "practices" rather than "policies". If you have enough time to review your data policies—you have too much time.) Can you identify steps the school takes to protect confidential data of students? It may be something as simple as the repositioning of files on a secretary's desk or the posting of student's names in the office. Remind teachers and staff of the importance of protecting the confidentiality of student data.

Review your bullying policies with staff and students. Effective responses to bullying are ongoing. The evolving issue of cyber-bullying continues to vex schools and students. Better to be proactive than reactive. Have teachers, coaches, and administrators talk to students about this now. The best approach is two-fold: reinforcement of positive behavior coupled with the communication that cyber-bullying, sexting, and other negative "virtual" activities carry serious school and extracurricular penalties. Identify the successful practices from last year and reinforce them again this year. Keep a file of your anti-bullying activities. When a parent claims that you have "done nothing" on this issue, you can point to a list of actions taken.

Schools are complex, dynamic places. Sound administrative practice, common sense and a bit of good luck can insure that the legal issues facing your school are manageable. It doesn't just happen though. It takes a quality principal to make this work. And, from time to time, a little advice from a lawyer. Ω

2010 - 2011 Law Seminars

- October 5, 2010Black BearCarlton, MN
- October 13, 2010Shooting Star, MahnomenMahnomen, MN
- October 27, 2010Mankato City Center Hotel (Holiday Inn).....Mankato, MN
- November 4, 2010.....Kelly Inn.....St. Cloud, MN
- November 17, 2010.....TIES Building.....St. Paul, MN
- January 26, 2011.....Marriott City Center HotelMinneapolis, MN



President's Report

by Pete Olson
MASSP President

Principal Leadership

Greetings and welcome to a great start for the 2010 - 2011 school year. As I sat down to share my thoughts regarding the upcoming school year and reflect on the past few years, one word to describe the principal role became clear - that is *Leadership*. It seems simple and obvious, but when you stop and think of the many questions and decisions that cross your desk on a daily basis and realize the impact your decisions have on the overall education of your students, it is truly amazing.

At the local level we deal with AYP, GRAD, MCA, NWEA, new technology, cell phone issues and new state and local policies. At the national level we have the jobs bill, the national summit on bullying, discussion on national standards, the Turn Around School Model and much more. Along with this come the

day-to-day issues in our schools that impact our students and staff.

One of my challenges to you is to become more involved with the MASSP organization, which I believe helps us develop our leadership skills. By being involved I mean more than being a member. I encourage you to attend your Division meetings, volunteer to serve as a Division officer, attend the state MASSP mid-winter and summer conference and become an active presenter. We learn best from each other, and I thank those of you who have shared your expertise at our Division and State meetings in the past.

This past year MASSP developed a Strategic Plan and a Vision for 2015. Included in that plan are directions and goals for the state organization. One of the goals is to establish MASSP as a major lobbying force. This past summer our state organization was represented at the

National Leadership Conference in Washington, D.C. by Roger Aronson, Attorney/Lobbyist for MASSP, Joann Knuth, Executive Director, Mary Pat Cummings, State Coordinator, Jim Smokrovich, President-Elect and myself. We spent time on Capitol Hill visiting with our senators and congressmen and congresswomen discussing educational issues that impact our state, including the Jobs Bill and the Turn Around School Model. In all it was a very fulfilling three days, and I came away with a greater understanding and respect for our national leaders. I encourage you to continue to contact and visit with your elected officials regarding education issues. They made it clear to us that you have the influence to effect change, and they welcome your correspondence.

I believe that as school leaders we have a great responsibility to create the best educational experience possible for our students, our staff and our communities. I am proud of the history and reputation Minnesota has of educational excellence across the nation, and I'm proud to represent you as your state President. Keep up the great work and I wish you the very best for the 2010-2011 school year. Ω

Knuth...continued from page 2

- In all schools, principals and district leaders exercise the most influence on decisions. However, they do not lose influence as others gain it. Collective leadership occurs because effective principals encourage others to join in.

An additional finding shows that rapid principal turnover has significant negative effects on school culture and subsequently student achievement. In districts that create or support rapid principal turnover, the district must create a system and culture among stakeholders to help resolve the resulting negative impact.

We will see the impact of mandated principal removal in those schools and districts accepting the School Improvement Grants. Much in this research argues against Secretary Duncan's mandated school reform models.

Why do I conclude there is alignment between what the PDK Poll reveals about the public's attitude toward schools, and this research document? It is just this simple observation, that educational leaders must be aware of stakeholders, inform them, and involve them, as appropriate in collective decision-making and leading. Communities that feel a sense of ownership and pride in their schools are places that support them and their leaders.

As this new year begins it brings along another opportunity to share the good news and stories of your school and students. Tip O'Neill, former Speaker of the U.S. House of Representatives, from Massachusetts, was fond of saying, "All politics are local." That goes for schools, as well. Polls show, that while the American people may not give high marks to the big system of public education, they think their local school leaders and teachers are doing well. "All education is local."

So, in addition to the multitudinous tasks already demanding your attention, I encourage you to give thought to the model of leadership in your school and district. As time allows, discuss with your superintendent, colleagues, and teachers about how they view the leadership structure framing and moving the work. "Districts have the power and specific responsibility to support effective educational leadership." (report, p.32) The position of principal can be the catalyst for real systemic reform and quality education for all.

A summary of *Learning from Leadership: Investigating the Link to Improved Student Learning* is on the MASSP website (www.massp.org). On October 12th MASSP will be partnering with MESPA, and the University to present a day-long seminar on the research findings of this landmark project. Details regarding registration will be forthcoming. Ω

Are You More than Just a Member?

By Jeffery P. Ridlehoover, Ed.D



Jeffery P. Ridlehoover

In the spring of 2004, when I was first hired to be an Associate Principal at Wayzata High School, my building principal Dr. Craig Paul, was quick to mention that I should become involved with MASSP. Knowing very little about the organization at that time, I asked Craig why it was so important for a newly licensed, twenty-eight year old administrator to become involved in the state principals' association. He replied that MASSP is an incredibly powerful organization, with a networking and support system that will prove helpful to me as I progress through my administrative career. Like many pieces of advice I received from veteran principals, I followed it and became a member of MASSP.

It did not take long to see what Dr. Paul was talking about. In attending numerous local, state, and national MASSP/NASSP conferences, I was allotted many outstanding professional development opportunities and these experiences have proved invaluable to me as I have worked with issues ranging from curriculum development, student discipline, ed-

ucation law, and a plethora of other educationally important topics.

Because of the many positive experiences, I made the decision to become "more than just a member" and I took steps to become active in my own division. As a member of the Hennepin Division Board, I worked collaboratively with several other secondary school principals in developing a multi-division social that has become so successful, we may soon outgrow our current gathering space. Through it all, I have become lifelong friends and professional colleagues with some of the best and brightest minds in secondary school administration. Without the leadership of MASSP, and members like you, certainly none of this would have been possible.

Now, through these professional collaborative efforts, a new idea has been born. The MASSP divisions of Capitol, Central, Hennepin, and Southeast have joined together with our MASSP home office to offer the dynamic, and highly acclaimed educational speaker, Dr. Bill Daggett.

Dr. Daggett is the CEO and founder of the International Center for Leadership in Education. Throughout Dr. Daggett's illustrious career, he has spoken to educators in all 50 states as well as multiple coun-

tries throughout the world. Through the collaborative efforts of many MASSP members, Dr. Daggett has happily agreed to speak to us on November 10, 2010 at the Earle Brown Conference and Convention Center, in Brooklyn Center, MN. Dr. Daggett's message will focus on many timely and relevant educational topics, but he will focus primarily on how educators can do more with less in educating students in the 21st century educational environment. Please look for more information on Dr. Daggett's visit and mark your calendars for November 10, 2010.

In conclusion, events like MASSP professional development conferences, Division socials, and national speakers only occur because of the collaborative work of MASSP members like you. Because of this, I would like to encourage all MASSP members to attend events of this nature and become "more than just a member" yourselves. Closing with the advice I received some seven years ago from Dr. Paul, MASSP is an incredibly powerful organization. Becoming actively involved will not only make you a better principal, but your contributions will make the rest of us better as well. See you in November! Ω

MSBA Annual Leadership Conference Show & Tell Event

Once again the Minnesota School Boards Association is inviting school districts to "show off" their successful educational programs or projects during the 90th annual Leadership Conference to be held January 13, 2011 at the Minneapolis Convention Center. School districts can use the display to showcase exemplary student, adult or early childhood programs to the 2,000 plus school leaders attending the Conference. The program displayed can be unusual or traditional. It should be a program that is an example of the breadth of activity being carried out by your district. Remember to ask your superintendent for the Space Application and Description form that was sent to your district in early September 2010. Each district that participates will receive a press release to put in their hometown newspaper featuring their participation in the state's annual Minnesota School Board Leadership Conference. Ω



From the Field

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

I have spent the last month visiting many schools throughout the state. These visits have given me a chance to talk to principals as they prepare for the coming school year. I know that for many years we have had the discussion about leadership versus management. I am sure that we all agree that both are very important. Principals are excited to discuss the whole concept of what an instructional leader looks like. I have tried to summarize what I am hearing in the field. Recently I had a principal ask me to describe what an instructional leader looks like and what behaviors does he or she demonstrate. I would like to tell you what I am seeing and hearing.

HIRING. Principals are taking the responsibility of hiring teachers very seriously. They are setting aside the time needed to carefully screen applications. They are developing meaningful questions that require teacher candidates to clearly describe their instructional skills. They are using processes that involve their staff members. Principals are taking the time to check references thoroughly. Instructional leaders are convinced that the hiring process is extremely important because the cost of replacing a teacher is very expensive.

MENTORSHIP. Principals are taking seriously their responsibility of supporting new teachers in every way possible. They recognize that teaching is a very difficult vocation and many teachers leave the profes-

sion the first three years. These instructional leaders are purposefully establishing programs to guide and support their young teachers. They are using the expertise and influence of their strong veteran leaders. Principals are taking the time to get to know the new teachers so that they can help them in their personal as well as their professional lives.

EVALUATION. Principals who take the evaluation process seriously send a clear message that they not only value, but they also understand the importance of strong instructional skills. Strong principals do not minimize or apologize for the evaluation process. They have meaningful and carefully planned pre-conferences. They dedicate a significant amount of time to observe the instructor. Principals validate the complexity of teaching by leading a professional post-conference that focuses on the skills of instruction. Principals schedule significant amounts of time to visit classrooms on a regular basis.

DATA. Principals analyze and use the data to make decisions in their schools. Data is objective and tells a clear story. I recently visited with a principal who developed a very short and simple form to identify what was going on in the classroom. He made ten visits to the classroom of each teacher and merely identified what was going on when he visited. Were the students engaged and to what level. Was the teacher sitting at his or

her desk while the students completed a worksheet. Instead of saying to the teacher that the students didn't seem engaged he could say objectively that on 8 of 10 visits the students were working on a worksheet. That led to a discussion about engagement and effective instructional techniques.

STAFF DEVELOPMENT. Strong instructional leaders not only work with staff to identify needs and develop meaningful staff development, they also lead and participate in those activities. Principals who work in their offices while teachers participate in professional development are not modeling instructional leadership behaviors. Principals need to establish learning communities and hold them accountable. Instructional leaders realize they can control the time that is made available for professional development and that the time must be used wisely.

The role of the principal has changed drastically in the past ten years. It is all about learning. I spend a significant amount of time with my students in the area of instructional leadership. I know that management is also very important but most interview questions asked of principal candidates are centered in the area of teaching, learning and assessment. Topics such as formative and summative assessment, data decision making, teacher evaluation, and professional learning communities seem to make up a majority of interview questions. We have many strong principal instructional leaders in this state, and I encourage each of you to seek these leaders out, have a serious discussion about what you can do to demonstrate that you, too, are an instructional leader in your school. **Ω**

**NASSP and NAESP declares the month of October 2010
“National Principals Month” to recognize the nation’s out-
standing elementary, middle level, and high school principals.**

MASSP Spends a Day on the Hill

continued from front page

and career readiness than what they do in high school. We have the research to show that rigorous middle level preparation is key to post-secondary success.

In addition, like the *Principal Recruitment and Training Act*, the *Success in the Middle Act* focuses on professional development and coaching for teachers and principals in addressing the needs of diverse learners. This bill authorizes \$1 billion annually for grants to local school districts, along with an additional \$100 million to facilitate the general dissemination and application of research in identifying promising practices at the middle level.

NASSP has worked for many years to garner increased support for a comprehensive literacy program pre-K through grade 12. The *LEARN Act* (H.R. 4037/S.2740), Literacy Education for All, Results for the Nation, is landmark legislation that focuses resources on literacy development in early childhood, and continues in an aligned way through high school. The *LEARN Act* would provide resources for interventions at every level, especially important for poor and minority children, and state and national success in the 21st century's global economy which require that citizens possess strong reading, writing, and

speaking skills. This bill would potentially provide up to \$2.35 billion to fund state and local school-based literacy programs.

As with the previous bills, the *LEARN Act* includes funds for high quality professional development for teachers to improve their literacy instruction so they can target instruction to effectively implement literacy intervention strategies. Teachers would be able to provide more individualized instruction for special education students and English language learners.

The goal of providing all students an opportunity to acquire the skills to successfully transition to post-secondary education and career is a civil

right in addition to an economic essential. NASSP supports these bills with the goal of providing universal and high-quality public education for every child in America.

MASSP members are encouraged to support our national leaders in their efforts to pass these major education bills. Ω



MASSP delegation (Joann Knuth, Pete Olson, Mary Pat Cumming, Roger Aronson and Jim Smokrovich) joined MESPA leadership for "Minnesota Morning" with Senator Amy Klobuchar.

New on the MASSP Website

You will find a new icon that reads "NASSP Government Relations Update" on the left sidebar of the MASSP website. Clicking the icon will take you to this new feature. Mary Kingston, Manager of Government Relations for the National Association of Secondary School Principals (NASSP) will be providing reports on "what's new" in the national education political scene. The page will be updated as new items are sent to us by Mary. Also new are three slideshows of photos taken at the 2010 Summer Conference at Breezy Point. You can view them by clicking on the icon "Media Center", located in the left sidebar of our website. We plan to add more new features in the near future, so keep checking for them!

MAHS Earns National Recognition for Statewide Service Project

[Reston, VA] – The Minnesota Association of Honor Societies (MAHS) has been named the 2010 winner of the Ardis Kyker State Service Project Award by the National Honor Society (NHS) and National Junior Honor Society (NJHS). The award is presented annually and recognizes an affiliated state Honor Society association for successfully organizing and sponsoring a statewide service project that engages its membership in support of a common charity or cause.

MAHS earned the award for their project “MAHS Supports Juvenile Diabetes and the Walk for the Cure” that featured raising more than \$24,000 in donations for the Juvenile Diabetes Research Foundation (www.jdrf.org). More than 300 chapter members from around the state collected pledges and participated in the 2009 Minnesota Juvenile Diabetes Association Walk for the Cure held at the Mall of America. As a result of excellent planning and promotion, more than 18% of MAHS member schools sponsored one or more activities in support of the state project. In addition to the walk, chapters held dodgeball tournaments, battles of the bands, and other events locally to raise money for the project. In addition to raising money, many chapters used these events to raise awareness about Type 1 diabetes and to educate their peers about the disease.

The Minnesota Association of Honor Societies is a state



wide organization that provides high schools honor society chapters with leadership training, meetings and conferences. Both students and advisors have the opportunity to participate in activities to better themselves and their NHS chapters. MAHS was established in 1926 and is a division of MASSP, the Minnesota Association of Secondary School Principals. For more information about MAHS, visit <http://www.massp.org/mahs.html>.

About the Kyker Award

The Kyker Award is named for Mrs. Ardis Kyker who for more than 20 years coordinated the state student council and National Honor Society associations in Minnesota and served as a loyal and hard working supporter of the purposes of these programs at both state and national levels of involvement. Applying for the Ardis Kyker Award challenges state associations to clearly articulate their project goals, planning procedures, implementation strategies, and evaluation methods. Two other key elements are project outcomes and the levels to which member Honor Society chapters in the state participate in the projects.

In recognition of this outstanding effort to raise awareness and funds for a good cause, NASSP, parent organization for the Honor Societies, is proud to honor MAHS as the 2010 recipient of the Ardis Kyker Award for their state service project. Ω

The Great Minnesota Secretary Get Together

In July the MASP Educational Secretaries Conference was held in St. Cloud. Attendees found a conference packed with information, humor and a chance to connect with school secretaries from around the state.

General Sessions included a session presented by award winning Associated Press reporter Gregg Aamot author of *The New Minnesotans: Stories of Immigrants and Refugees*. His book shares what immigrants face and what some of them think of the potential of their new surroundings through insightful portrayals of people from across the globe who are balancing their heritage and traditions with their new lives in Minnesota.

MASSP's own Roger Aronson discussed Sexting and Cyberbullying. Today's tech savvy students believe that online isn't just an entity, it's the place to be (and be seen).

When the desire for attention become risky, young people can find themselves in situations for which they aren't adequately prepared. In the changing world of technology, several unintended consequences have impacted students, schools, and the community.

Singer, songwriter (and former principal) Monte Selby spoke of the power of laughter and optimism. He impressed upon the participants that laughing matters and optimism is more than a desirable personality trait.

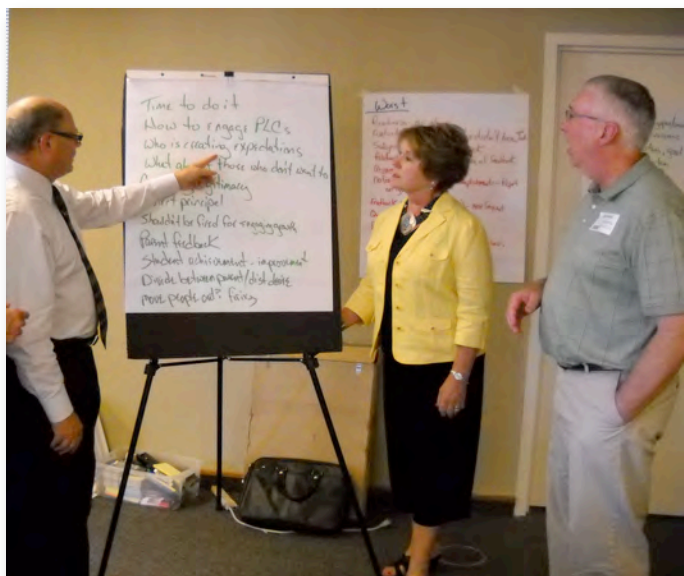
Concurrent sessions included responsibility, respect, communications, word and power point tips, ergonomics, drug trends and multi-cultural awareness.

Next year's conference will be held on July 28 and 29, 2011. Encourage your office staff to attend. Ω

Education Associations Partner to Develop Principal Review Model

MASSP, Minnesota Elementary School Principals Association (MESPA), Minnesota Association of School Administrators (MASA) are partnering to develop a Principal Performance Review Model districts may elect to use. This initiative grew out of recognition that an evaluation process and accountability measures for principals are part of continuing and deep conversation focused on public education.

In order to get ahead of any potential mandated evaluation processes or tools that might come from legislation or the Minnesota Department of Education (MDE) the three Executive Directors, Joann Knuth (MASSP), Fred Storti (MESPA) and Charlie Kyte (MASA) formed a Task



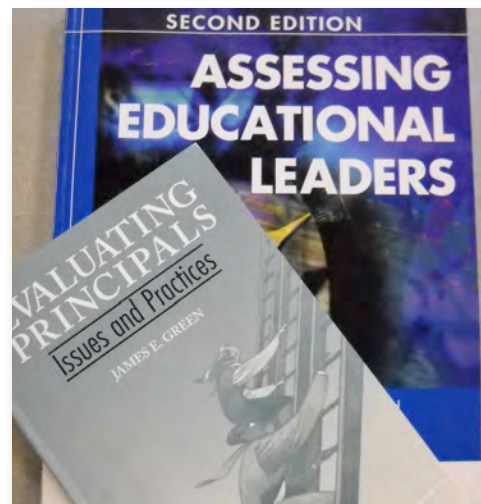
Charlie Kyte, MASA, and Joann Knuth, MASSP, review input with Greg Vandal, facilitator.

Force to develop a Principal Performance Review Model, an evaluative process that can be used by school districts in supporting quality principal leadership and development.

Each association invited three members to participate in the development of this process and model. Additional members include the Executive Director of the Board of School Administrators (BOSA), Stan Mack, and Chair of BOSA, Mary Mackbee, principal of St. Paul Central High School. The Task Force is facilitated by Greg Vandal, former Superintendent of Sauk Rapids-Rice Schools, and founder and owner of Vox Libiri, consultants.

The Task Force met in July to lay the foundation for a model framework, assess priorities and strategies. The second of three planned day-long meetings will be October 7, 2010 at TIES. The final product, a Principal Perfor-

mance Review Model, is scheduled for completion by the beginning of December. Association leaders will present the model to legislative education committees after the 2011 session convenes in January.



Task Force members discussed educational research on evaluation.

Members of the Task Force representing a cross-section of state and educational demographics include: Minnesota Association of Secondary School Principals (MASSP) members David Adney, Minnetonka High School, Jeff Bertrang, GFW High School, Trish Perry, New London-Spicer Middle School; Minnesota Elementary School Principals Association (MESPA) members Amy Galatz, Deer River Elementary, Sandy Nelson, Detroit Lakes Elementary, Joe



Jeff Bertrang, GFW principal, discusses issues with Stan Mack, Board of School Administrators.

Rossow, Dowling School, Minneapolis; and Minnesota Association of School Administrators (MASA) members Dave Krentz, Austin Public Schools, Cory Lunn, Prior Lake Public Schools and Chris Weymouth, Director of Instruction, Farmington, MN. Ω



Calendar of Events — 2010 - 2011

September 22, 2010	Discipline Workshop	Kelly Inn, St. Cloud, MN
September 29, 2010	New Administrators Workshop	TIES Bldg, St. Paul, MN
September 30, 2010	Discipline Workshop	TIES Bldg, St. Paul, MN
October 5, 2010	Law Seminar	Black Bear, Carlton, MN
October 13, 2010	Law Seminar	Shooting Star, Mahanomen, MN
October 27, 2010	Law Seminar	Mankato City Center Hotel, Mankato, MN
November 4, 2010	Law Seminar	Kelly Inn, St. Cloud, MN
November 17, 2010	Law Seminar	TIES Bldg, St. Paul, MN
January 26, 2011	Law Seminar	Marriott City Center Hotel, Mpls, MN
January 25-26, 2011	Board of Directors Meeting	Marriott City Center Hotel, Mpls, MN
January 26-28, 2011	Winter Conference	Marriott City Center Hotel, Mpls, MN
March or April	Board of Directors Meeting	Location TBD
June 14, 2011	Board of Directors Meeting	Breezy Point Resort, Breezy Point, MN
June 14-17, 2011	Summer Conference	Breezy Point Resort, Breezy Point, MN

MASSP Officers

President	Peter Olson	Princeton High School	Princeton, MN
President-Elect	James Smokrovich	Grand Rapids Senior High School	Grand Rapids, MN
Secretary	Jeffrey Drake	Battle Lake High School	Battle Lake, MN
Coordinator	Mary Pat Cumming	FAIR School Downtown	Minneapolis, MN
Past-President	Donald Johnson	Owatonna Senior High School	Owatonna, MN

MASSP Board of Directors

Capitol Division	John Bezek	Tartan Senior High School	Oakdale, MN
Capitol Division	Karen Wollak	Tartan Senior High School	Oakdale, MN
Central Division	Mike Carr	Sartell - St. Stephen High School	Sartell, MN
Central Division	Alan D. Niemann	Foley Senior High School	Foley, MN
Hennepin Division	Dianne Thomas	Osseo Junior High School	Osseo, MN
Hennepin Division	Jeff Ridlehoover	Wayzata High School	Plymouth, MN
Northeast Division	Michael L. Finco	Hibbing High School	Hibbing, MN
Northern Division	Helen Kennedy	Crookston High School	Crookston, MN
Southeast Division	Greg Berge	Lincoln High School	Lake City, MN
Southwest Division	Don Yrjo	Redwood Valley High School	Redwood Falls, MN
Western Division	Nels Onstad	West Central Area Secondary School	Barrett, MN
Retired Rep.	Nicholas J. Miller		Buffalo, MN

MASSP Division Presidents

Capitol Division	Elizabeth Block	Cottage Grove Middle School	Cottage Grove, MN
Central Division	Erich Martens	Sauk Rapids-Rice High School	Sauk Rapids, MN
Hennepin Division	Debra L. Brooks-Golden	Anderson United Community School	Minneapolis, MN
Northeast Division	Laverne M. Hakly	Virginia Secondary School	Virginia, MN
Northern Division	Anthony D. Greene	Franklin Middle School	Theif River Falls, MN
Southeast Division	Marsha Langseth	Southwest Middle School	Albert Lea, MN
Southwest Division	Wade Mathers	Redwood Valley Middle School	Redwood Falls, MN
Western Division	Nels Onstad	West Central Area Secondary School	Barrett, MN

Minnesota State High School League Representatives

John Hamann	Underwood High School	"A" Representative	Underwood, MN
Luanne Wagner	St. Francis High School	"AA" Representative	St. Francis, MN

Arts Education Left Behind?

Upcoming Survey to Assess Opportunities and Needs


How is arts education faring in Minnesota's schools? To continually improve programs and opportunities for students, reliable hard data is necessary for making informed and meaningful change. The Perpich Center for Arts Education is helping schools with data collection and analysis by conducting the groundbreaking 2010 Minnesota Arts Education Survey this fall. This marks the first time the depth and breadth of arts education at the school level have been examined across the state, and your participation is essential for its success.

We know the benefits of the arts in education are numerous (National Art Education Association¹, National Association for Music Education²) and many Minnesota students have access to excellent arts programs. Yet in other cases, the arts are being left behind in our schools. A recent study of the impact of No Child Left Behind on arts education (Sabol 2010³) reports negative impacts on program resources, including reduced budgets and schedules, increased class sizes, and in some cases the entire elimination of arts education programs. The Minnesota Arts Education Survey will help us understand this picture of arts education in our state. Data analysis will make it possible to provide schools and communities with information and tools to strengthen equity, access, and student learning in the arts.

The online survey will be open for data entry Novem-

ber 8-December 8, 2010. You will receive a link to the survey in a message from (MESPA/MASSP). We suggest you arrange for the assistance of your art, media arts, music, dance and theater teachers to help you gather the survey information.

The Perpich Center for Arts Education is a state agency that exists to provide all Minnesota students the opportunity to develop and integrate their artistic and academic abilities to their highest potential. The center offers a range of professional development opportunities for visual art, music, theater, dance, and media arts teachers, as well as teachers from other subjects that want to incorporate the arts into their classrooms.

If at any time you have questions regarding the survey, please contact Perpich Center for Arts Education Research Coordinator, Byron Richard, at 763-591-4721. This survey is made possible by the Minnesota State Legislature through its Arts and Cultural Heritage Fund. 

1 <http://www.arteducators.org/advocacy/links-resources>

2 <http://www.menc.org/resources/view/why-music-education-2007>

3 <http://www.arteducators.org/research/nclb>