

## YOU HAVE TO LIKE HATS!

by Doug Lewis, Assistant Superintendent, Ralston Public Schools



Lewis

I recently had the opportunity to serve on a "Leadership Panel" for the NCSA Emerging Administrators program. The panel consisted of representatives from each of the NCSA affiliate administrative groups. As I listened to my esteemed colleagues answer the questions posed to us, it became crystal clear that to be a quality school administrator you have to like hats. Personally, I am a collector of baseball hats (much to the chagrin of my wife) but that is not exactly the point I am trying to make. Administrators, regardless of your position, never have a singular

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## Rick Kolowski named as Jack Hallstrom "Friend of Education"



Kolowski

Rick Kolowski, Principal of Millard West High School, was awarded the Jack Hallstrom "Friend of Education" Award at the annual Nebraska State Association of Secondary School Principals conference in Kearney on December 6, 2006.

The Nebraska State Association of Secondary School Principals recognizes the very important contributions made by individuals, business, and civic groups to middle schools and high schools through our great state. To appropriately acknowledge these significant contri-

*(continued on page 3)*

## National Distinguished Principal 2007



Ludwig

David Ludwig, principal of Wisner-Pilger Elementary School in Wisner has been selected as Nebraska's 2007 National Distinguished Principal. The 2007 celebration marks the 24th year that the National Association of Elementary School Principals (NAESP) and the U.S. Department of Education have presented this prestigious award.

Ludwig was nominated and selected by his fellow principals through a statewide search process conducted by the Nebraska Association of Elementary School Principals.

David holds degrees from Wayne State College (Education Specialist, and Master of Science in Education) and Midland Lutheran College (Bachelor of *(continued on page 3)*

## INSIDE...

The Spiritual Dimension of Leadership .....	4
What a Trip! .....	5
Balanced Leadership .....	6
Looking for New Adventures .....	8
Book Review .....	9
Retiring? Know your EHA Options .....	10
Executive Director of NAESP Resigns .....	10

The mission of the Nebraska Council of School Administrators (NCSA) is to be an effective leader for quality education and to enhance the professionalism of its members.

## NCSA EXECUTIVE BOARD

The NCSA Executive Board met on February 1, 2007. Major action items included:

- Accepted Jerry Sellentin, Executive Director's resignation effective June 30, 2007 with regrets. See page 8 for Dr. Sellentin's Letter of Resignation.
- The NCSA Executive Board will meet February 8 to discuss the process of filling the Executive Director position effective July 1, 2007.
- Raised dues from \$310 to \$315 prior to November 1, 2007 and \$320 to \$325 after November 1, 2007.



**You Have to Like Hats!**

*(continued from page 1)*

duty in their position. We all wear a multitude of different hats and many times those hats look very different from what people might perceive.

Most people view school business officials as the “numbers” people. A common theme I hear from students in my school business management class is they dread this class because they “aren’t very good at math” or “don’t like working with numbers all day.” What I try to convey to them and what I hope you take from this article is “numbers” are just one of those many hats school business officials wear and there are many more in the closet.

The perception of the role of the school business official is often that of budget management and fiscal control. The reality is the “numbers” side of the role, although high on the responsibility list, occupies less of our time than other

responsibilities. Areas of responsibility for the school business official often include legal and legislative monitoring, personnel management, technology, building operations and maintenance, safety and security, capital planning, transportation, and food service. The groups of individuals we interact with on a regular basis include parents, general public, community leaders, school staff, administrative staff, board members, vendors and specialized professionals. Successful management of the wide array of responsibilities requires the school business official to develop a broad base of knowledge ranging from modern business practices to health codes to curriculum and instruction. As with all administrators, the interpersonal and communication aspects of our job occupies the largest portion of our time. Listening, problem-solving, decision making, negotiating and conflict management are skills that every school busi-

ness official must have to be effective.

I don’t proclaim to be an expert in all these areas of responsibility. Niels Bohr describes an expert as “... a person who has made all the mistakes that can be made in a very narrow field.” Every administrator knows we are not in a narrow field of work and personally, I know I have several good mistakes still in me. What is required of a school business official is the ability to develop processes and lead efforts to make these areas of responsibility as effective and efficient as possible so the mission of the district, educating children, has the resources that are required.

Why the perception that School Business Officials are “numbers” people? Probably because that is what the school community is affected by the most, the budget. If we do our jobs well in those other areas of responsibility they occur without much fanfare or notice, and believe me that is the way we like it! If buildings are clean and well maintained, students and staff feel safe, lunch is served, buses arrive and leave on time, everyone has working e-mail and internet service, and they all get paid on payday ...life is good. But when it comes to the budget, there is never enough. When someone comes to us with a request for funds we invariably ask for some rationale for the request, and then we ask how this compares with the alternative solutions which ultimately results in the gathering and analysis of some numbers. Now the numbers may not have anything to do with money, they may be attendance figures, achievement scores, case loads, or any variety of data, but alas, they will be numbers.

In the future I would hope everyone will think of the school business official a little differently. Try not to think of them as the “numbers” person, but think of them as the “people” person who looks incredibly hilarious with all those funny hats on their heads! For all you school business officials out there don’t lose hope. Thanks to No Child Left Behind it will soon be the curriculum and instruction administrators who will be labeled the “numbers” people. 

**NCSA EXECUTIVE BOARD 2006-2007**

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**NCSA STAFF - 2006-07**

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The opinions expressed in this newsletter or by its authors do not necessarily reflect the positions of the Nebraska Council of School Administrators.



### **Rick Kolowski named as Jack Hallstrom "Friend of Education"**

*(continued from page 1)*

butions and to demonstrate its sincere appreciation to these individuals and groups of people, the NSASSP created the NSASSP "Jack E. Hallstrom" Friend of Education Award.

Dr. Kolowski's career exemplifies his commitment to the criteria used for selection, which includes exemplary leadership in promoting public awareness of secondary education, exemplary effort in providing special services and unique opportunities for secondary students, exemplary effort in becoming involved in and supporting the mission of secondary education, as well as exemplary effort in supporting the mission of NSASSP.

Dr. Kolowski has made significant, long-term contributions to the Nebraska State Association of Secondary School Principals, as well as to secondary education throughout the state and nation.

Rick is recognized nationally and internationally for his strong leadership attributes along with the quality leadership he has provided at Millard West High School. He has been active in and has held numerous offices in the National Association of Secondary School Principals and in Phi Delta Kappa, as well as providing his expertise through his presentations on various topics at many state and national conferences, but most notably on restructuring high school education.

The award is named in honor of Mr. Jack E. Hallstrom whose exemplary dedication to students and whose service to and leadership in NSASSP mark him and his award recipients as a true Friends of Education, highly deserving of the honor bestowed with this award.

Our congratulations go out to Rick!



### **Ludwig named National Distinguished Principal 2007**

*(continued from page 1)*

Arts). He was a special education teacher in Beemer and West Point Public Schools before becoming the Elementary/Middle School Principal and K-12 Special Education Director at Wisner-Pilger Public Schools in 1991. He currently holds that position.

David has been a proactive leader in his role as principal at Wisner-Pilger. He took the lead in development and implementation of full-time kindergarten, was instrumental in the facilities study process which resulted in realignment to an elementary/middle school concept, and developed the local process of curriculum alignment, assessment and the use of data to drive instruction long before the State determined it to be essential.

Mr. Ludwig is described as an "outstanding educator", "a leader who develops a collegial climate in his buildings", "empowers staff to take ownership and responsibility for the learning of their students", and "a supervisor that I can trust to respect everyone, and to be honest with everyone."

David is a leader in his profession as well as in his community. His professional activities have included involvement with the Nebraska Association of Elementary School Principals, Association of Supervision and Curriculum Development, Phi Delta Kappa, and the National Association for the Education of Young Children. He is a Past-President, former Secretary, and former State Representative for NAESP. The local communities have benefited from his involvement in the Catholic Churches, local fundraising efforts for the community pool and participation in numerous civic/social activities as a contributing member.

Late January will bring a special ceremony and celebration at Wisner-Pilger Schools to recognize and honor Mr. Ludwig for his accomplishments. In October, Ludwig will travel to Washington, D.C. for two days of activities planned to honor and bring well-deserved recognition to the elementary and middle level educators chosen by states, the District of Columbia, plus private and overseas schools. 



## **27th Annual Excellence in Education Conference**

**Dates:** *March 28-29, 2007*

**Location:** *Embassy Suites*

**Keynote Speakers to date:**

***Carlene Murphy***

Whole Faculty Study Groups

***Sandra Burchsted***

Future Studies: Preparing Learners for Success in the 21st Century

***Dean Fink***

Leadership for Mortals: Developing and Sustaining Leaders of Learning

The focus of this year's Excellence in Education Conference will be implementing the Continuous Improvement Process through Whole Faculty Study Groups.

Carlene Murphy, who developed this job-embedded professional development system, will be present throughout the full two days of the conference. Each participant will be assigned to a study group. Study groups will meet 5 times over the 2 days to learn how to operate study groups. This system can be utilized to improve practices in any content area which is a school/building priority.

**Conference Coordinator:** Alice Senseney

**Phone:** 402-471-2775

**Conference web site:** [www.nde.state.ne.us/cspd/conference](http://www.nde.state.ne.us/cspd/conference)



# THE SPIRITUAL DIMENSION OF LEADERSHIP

by Paul D. Houston and Stephen L. Sokolow

## *Key Four: The Principle of Unique Life Lessons*



Houston



Sokolow

This is the fifth in a series of articles drawn from *The Spiritual Dimension of Leadership: 8 Key Principles To Leading More Effectively* by Dr. Paul D. Houston, AASA Executive Director and Dr. Stephen L. Sokolow, Executive Director of the Center for Empowered Leadership. Many of the core values and principles that guide and sustain us as leaders have underlying spiritual roots. We use the word spiritual not in

a religious sense per se but rather to describe ways of thinking, being, and doing that are life-sustaining and life-enhancing both for individuals and organizations. In our book, we describe 8 key principles from an array of 42 spiritual principles of leadership we have identified. The full array is available on our website: [www.cfel.org](http://www.cfel.org)

In this article we will present a brief overview of The Principle of Unique Life Lessons.

Roseanne Roseannadana, a character made famous by the late Gilda Radner on the popular Saturday Night Live show, used to observe, "It just goes to show. It's always something. If it's not one thing, it's something else." You are always experiencing something and, whether you like it or not, that "something" seems to be designed to promote your growth as a human being. Every time you learn one life lesson, life seems to conjure up a new one in an unrelenting cycle. There simply is no safe haven from the vicissitudes of life.

Nonetheless, you get to decide how you look at what ever comes your way—you can choose to see it as a problem or as an opportunity. Almost any problem can be seen as an opportunity to grow

and learn. That doesn't mean the problem isn't difficult or painful or frustrating or aggravating or costly. It just means that there's a way to view or frame your experiences as opportunities for growth.

When we run into difficulties, we ask ourselves, "Is there a lesson here? Is there some way I can learn and grow from this experience?" The potential lessons aren't always clear at first because they may be part of a larger pattern. But if they are important, they usually surface in a variety of places and circumstances. It may be helpful to examine recurring problems in your life to see if there is a discernable pattern that is calling you to change in some way.

In *Sacred Contracts*, best-selling author, Caroline Myss, says that people actually come to Earth with a contract that includes the lessons they want to learn, that people are all working on their own unique life lessons. This is Earth school, she asserts, and everyone has a curriculum designed to promote personal growth. Whether you agree with her perspective or not, it is a useful way of looking at the challenges and difficulties that confront you.

The more reflective you are, the more you will have some awareness that a lesson is unfolding. You can learn to view the experiences in your personal and professional lives—both those you consider positive and those that seem problematic—as potential lessons for your own benefit and growth.

One of the difficulties many people have when they are confronted with a problem is that they start stepping forward to meet it when often more progress can be made by stepping back. If you train yourself to pause and step back as a challenge confronts you, you'll have a chance to look at the bigger picture and get a full appreciation of what you are up against. We know we are most effective when we stop and look at the whole situation first, even though human nature and all our training is telling us to get out our problem-solving

tools and dig in. If you move too quickly, you might be busily solving something that isn't really the problem—or at least the right problem.

Sometimes solving the problem requires you to behave in a different way, in effect, to make a professional or personal change—a form of growth—in order to deal appropriately with whatever you encounter. Besides trying to use your skills to solve the problem, you can apply a lens to ask yourself whether there might be a message from the Universe, a term which we use in the sense of a higher spiritual power, that you have an opportunity to grow. Unfortunately, people often externalize things, looking for solutions in the situation instead of asking themselves, "Is there something internal, within me, that needs to change?"

People tend to resist life's lessons instead of embracing them. When you embrace a problem, it is important to recognize that there may be a lesson operating as well. You are the participant, but you are also the observer in your own life. As you step back in the role of observer to gain perspective, think about what lessons may be unfolding for you.

Life can be seen as a series of unfolding lessons that enable us to grow and become our best selves. Embedded in the challenges and vicissitudes of life are opportunities for growth and self-expression. Enlightened leaders look at the events around them and the challenges they are confronting not only with an eye toward meeting those challenges, but also searching within themselves for the life-lessons embedded in their experiences.

The Universe almost demands that we pay attention to that which can change our lives. If we understand and appreciate the lesson, our reward is usually another lesson, for each lesson becomes a stairway to the next. If we ignore the important lessons that come

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# What a Trip!

by Beth Nelson, Principal, Newman Grove High School



Nelson

Everyone has their own personal career story. I guess I would describe my professional journey as a very interesting trip. However, there have been times when I had no clue where I was going. In fact, I used to be frustrated with those that knew from day one what they wanted to be when they grew up. I was well into my 2nd and 3rd year in college before I really determined that I was in fact going to be an educator. As it turns out, it was a good career choice for me.

After eight years of teaching at my first school, I took a position at my high school Alma mater. The formerly traveled roads there made it an easy transition and I was welcomed as a valuable part of the teaching staff. I'm appreciative that I was given some leadership opportunities there that I would not have otherwise have gotten in any other school district. As for administration, that was a journey I didn't even conjure in my mind until my 10th year of teaching. Each little step prepared me for my current Principal position.

Strange as it may seem, I am currently an administrator to some of the very teachers who taught me nearly twenty years ago. Yes, we all admit, you never know who your boss may be some

day. [Wink]. It's been a slow paradigm change through the years for all of us. As the system would work itself out, I have taken on a little more leadership throughout the years. It all started with my Co-chair position of School Improvement. As I worked with the staff, I began to see myself as someone who could influence some needed changes and lead some growth. Later I was appointed the Activities Director and now I serve as the Secondary Principal.

For those of you considering taking a position where you were once a teacher or even better, a student, consider the previous roads traveled. Your past will haunt you. Fortunately my past has good haunting and well developed relationships. I have a sense of commitment in my position since my ties are so strong with the staff and community. However, those very ties can be the things that tear a person apart at night. I wouldn't recommend taking on an administration position within a home town system where you do not have support. I'm fortunate that I have strong support and a sense of belonging from my staff.

I believe people are put in places in life for specific reasons, at specific times. I feel a commitment to where I'm at right now. Each of us needs to consider where we are and why we are there. If things feel unsettled or unbalanced, maybe it's your intuition telling you it's time to move

on. The roads traveled can take us to places where we find the missing fulfillment we are longing for. Traveling back to my Alma mater turned out to be one of the best things for me and my career.

There is no special formula for going back to your hometown to work. It all begins with the relationships you've built. Regardless of where we decide to work, our success is dependent upon the foundation of relationships around us. When you consider building relationships, taking a road less traveled may at the time seem the most difficult but end up being the best trip ever! 

## THE SPIRITUAL DIMENSION OF LEADERSHIP

*(continued from page 4)*

to us, they often escalate into a more difficult form.

Enlightened leaders not only contend with their own lessons, but also help others identify and work through their lessons as well. Enlightened leaders try to look for the silver lining within every cloud and see life's lessons as an opportunity for growth and self-expression for themselves and others.

You may find it helpful to remember that enlightened leaders:

- Use their professional and personal experiences to grow as human beings.
- Understand that our life experiences create the opportunity for our own spiritual growth.
- See problems as opportunities in disguise.
- Discover the silver linings in the clouds of life.
- Strive to master life lessons in their easiest form.
- Know that the weaknesses within our own strengths hold a key to understanding some of our life lessons.
- Understand that each lesson mastered opens the gateway to the next lesson.
- Understand that each ending creates the opportunity for a new beginning.



## FOR SALE

**One 2001 Toshiba e-Studio 45** - Has large sorter tray - 550,574 copies - Duplex and staples - \$200

**One 2002 Toshiba e-Studio 16** - Approximately 100,000 copies \$50

If interested contact Tucker Lillis, Supt., Ogallala Public Schools, 308-284-4060

**100's of elementary and high school** student chairs and desks that will be at auction - both open front and arm chair desks made of all types of materials - chairs both wood and steel as well as stackable plastic in various sizes - also steel teacher desks, folding chairs and banquet tables.

If interested contact Dan Polk, Superintendent, Clarkson Public Schools, 402-892-3454





# BALANCED LEADERSHIP

by Leon Dappen, University of Nebraska - Omaha

There is a common belief that leadership makes a difference in student learning. But how do we know that? Some talk about art and science with the conclusion that we hire school leaders for beliefs and values, and train them for skills. But still, how do we know what knowledge and skills make a difference? Leadership, even the most direct building level leadership, is at least two steps removed from students. Think of the myriad of variables involved – the individual student variables of which just a few are motivation, health related variables, various abilities, and interest, the well documented parent/family variables, a number of socioeconomic variables, parent involvement, and mother's income, and a host of teacher variables some of which are experience, training, styles, and ability to motivate, and many other variables you may identify in these or other areas. Can there be any variance left?

In recent years there has been a focus on identifying the school leadership knowledge base. For example, in 2004 the National Council of Professors of Educational Administration launched an effort along with several other related groups to research and more accurately describe the leadership knowledge base. What is "Best Practice" in educational leadership?

This past November I attended a "Balanced Leadership" workshop along with over 50 Nebraska principals, Educational Administration (EDAD) faculty from 8 Nebraska EDAD training institutions, representatives from Educational Service Units (ESU's), the Nebraska Department of Education (NDE), and the Nebraska Council of School Administrators (NCSA). The workshop was presented by the Mid-continent Research for Education and Learning (McREL) agency and cosponsored by the NDE and NCSA. A western Nebraska group has also met. The purpose was to share the best research we have at this time regarding how principals (this study focuses on building principals, other administrators will be

included in future work) make a difference in student achievement. McREL completed a meta-analysis beginning with over 5000 articles and ended up with a sample of research articles including 2802 schools with 1400 teachers and over 1.4 million students. The analysis identified 21 variables that correlate with student achievement (a side bar or table with the 21 listed on page 26).

Yes, there was some variance left. While not a huge amount (how could there be as we review the variables mentioned above), it was statistically significant and of sufficient effect size to reflect improved student achievement with administrative behaviors. Three key findings are:

1) School-level leadership matters. The average effect size for the 21 variables is .25 (expressed as a correlation), meaning that a one standard deviation improvement in principal leadership reflects a 10 percentile difference in student achievement.

2) Sixty-six school leadership practices were identified to fulfill the 21 leadership responsibilities that have a statistically significant relationship to student achievement.

3) These practices may have a "differential" impact on leadership. While the average effect size is .25, principal behaviors may have up to a .50 impact. Different situations can result in an opposite impact for the same leadership behavior.

The training then addressed the factor of "differential" impact by describing magnitude of change, or first and second order change (chart/table of first and second order change, found on P. 48 of training manual). What might be first order change for one person may be second order change for another. The interaction of specific leadership behaviors and perceptions of magnitude of change for the school leader and others involved greatly affects whether a particular leadership behavior may have a positive or negative impact.

Findings one and two are similar to

many earlier findings such as the "effective schools correlates" (LeZotte etc.). While these have served us well and pointed direction for school improvement, they suffer from the fundamental statistical fact that correlation is not causation. My arms are 32 inches long and all of my shirtsleeves are also 32 inches long - a very high correlation. However if I should buy a shirt with 36-inch sleeves, my arms will still be 32 inches long - correlation is not causation.

Finding three represents a "next step" in understanding the effects of school leadership behavior. When a number of variables remain constant and there is an identifiable differential impact of another variable, we are on to something. The differential impact of specific leadership behaviors and perceptions of first and second order change allows us to explore possible cause and effect relationships - something very difficult in social science research, particularly variables of, relatively speaking, small but significant effect sizes.

A taxonomy of knowledge, Context knowledge (when), Experiential knowledge (why), Declarative knowledge (what), and Procedural knowledge (how) is used to help school leaders understand the interaction of leader behaviors and magnitude. This enables us to train school leaders regardless of their "natural" leadership ability, to use effective leadership behaviors in specific situations that maximize the impact on student achievement. Please don't misunderstand, this is not the "Holy Grail" and we will not have things mapped out in a few years. It is, however, the best thing we have going, in education vernacular – to describe "Best Practice" in educational leadership.

Many would describe any effort to discuss variables two steps removed as doing surgery with two pairs of mittens on. I would suggest that we need to see this effort as surgery with the aid of research giving us specific feedback on exactly what behavior to use when. The

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# CONGRATULATIONS TO...

## Balanced Leadership

*(continued from page 6)*

former is too easily an excuse; the latter gets us about the business of student achievement.

Future sessions will include Developing Purposeful Community, Managing Change, and Choosing the Right Focus - all directed toward improving student achievement. The next training will be held this spring with two more sessions next year. A number of principals from this group and the western Nebraska group will be identified to become trainers and work with McREL to present training workshops across the state for school leaders. I complement the collaborative efforts of our professional organization and department of education to facilitate this training for and by our principals. To have an excellent school, you must have an excellent principal. More information regarding this training and related work at McREL can be found at <[www.mcrel.org](http://www.mcrel.org)>. 

 **Richard "Rick" Porter**, Cheyenne, Wyoming Central High School Principal, named as the new Superintendent of Alliance Public Schools effective July 1, 2007,

 **Arlan Andreesen**, Falls City High School Principal, named as the new Superintendent of Johnson-Brock Public Schools effective July 1, 2007,

 **Sue McNeil**, Anselmo-Merna K-12 Principal, named as the new Superintendent of Anselmo-Merna Public Schools effective July 1, 2007,

 **Al Meier**, Doniphan-Trumbull Jr-Sr High School Principal, named as new Superintendent of Deshler Public Schools effective July 1, 2007,

 **Brian Maschmann**, Sutherland High School Principal, named as new Superintendent of Sutherland Public Schools,

 **Ken Heinz**, Superintendent of Osceola Public Schools, named as new Superintendent of Centura Public Schools,

 **Cindy Huff**, Superintendent of Hitchcock County USD, named as new Superintendent of Wood River Public Schools,

 **Mike Hart**, Norfolk Public Schools, named Norfolk Middle School Principal effective January 18, 2007,

 **Bill Heimann**, Wakefield High School Principal on obtaining his doctoral degree from the University of Nebraska-Lincoln,

 **Bob Michl**, Freeman Public Schools Principal on obtaining his doctoral degree from the University of Nebraska Lincoln,

 **Kent McLellan**, on having an article published in the National Association of Secondary School Principals magazine, January 2007 issue of Principal Leadership,

 **Doug Christensen**, on having an article published in the American Association of School Administrators magazine, January 2007 issue of School Administrator.

### Retirements effective June 30, 2007

 **Steve Moore**, Millard Public Schools Director of Employee Relations,

 **Judy Porter**, Millard Public Schools Director of Secondary Education,

 **Don Ferguson**, Alma Public Schools Superintendent,

 **Earl Nannen**, Malcolm Jr-Sr High School Principal,

 **Larry Wilbeck**, Deshler Public Schools Superintendent

 **Harlen Metschke**, Papillion LaVista Public Schools Superintendent.

# UPCOMING EVENTS...

For more information on any of these conferences or to register online please visit [www.ncsa.org](http://www.ncsa.org)

### February 5-6

Labor Relations Conference  
Holiday Inn - Kearney

February 15-16

NASES/NDE Joint Meeting  
8:00 a.m.  
Cornhusker Hotel - Lincoln

### March 12-13

NAESP Legislative Conference  
1:00 p.m.  
Cornhusker Hotel - Lincoln

### March 14

Superintendent Think Tank  
8:00 a.m.  
Gallup University - Omaha

### March 27

NSASSP Legislative Conference  
8:30 a.m.  
Cornhusker Hotel - Lincoln

### April 4

GRIT Conference  
8:30 a.m.  
Cornhusker Hotel - Lincoln

### April 10

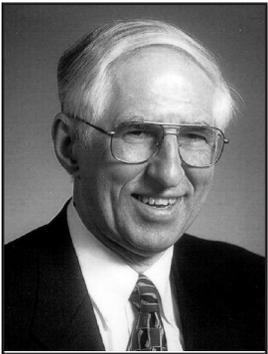
Education Office Personnel  
8:30 a.m.  
Holiday Inn - Kearney

### April 18-20

NASBO State Convention  
Holiday Inn - Lincoln

April 26-27

NASES Spring Conference  
Haythorn Ranch - Ogallala



Sellentin

# PERSPECTIVES

by Jerry Sellentin, Ph.D., Executive Director

## *Looking for New Adventures*

Dear Members of the NCSA Executive Board,

In 1992 when I became the Executive Director of the Nebraska Council of School Administrators (NCSA) I commented at Administrators Days when I was introduced that I wanted to plant some seeds within NCSA and help them grow. The seeds have developed and NCSA is a very strong and viable organization.

Being the Executive Director of NCSA for 15 years has been a very rewarding experience. In every organization there is a season to plant seeds, nourish them, harvest and replant. Now seems the right time for me to focus my attention and energy elsewhere. I request the NCSA Executive Board accept my resignation effective June 30, 2007.

I want to express my thanks and appreciation to the Chairs, and Vice Chairs and the executive boards with whom I have worked. They have provided guidance, support and good judgment in the growth of NCSA.

Additionally there were many other members who said "yes" when asked to represent NCSA at various conferences, workshops, events or activities. Others contributed their expertise by writing articles for the NCSA TODAY sharing best practices with colleagues, representing NCSA on various boards and commissions of state government as well as testifying before Legislative Committees.

I want to thank all current and past NCSA members who have supported NCSA and myself. Your impact has been very important to the success of NCSA and I'm very appreciative of the opportunity you have given me as Executive Director and for the friendships that have developed.

I also appreciate the important coordination and assistance I have received from our national affiliates: American Association of School Administrators, National Association of Secondary School Principals, National Association of Elementary School Principals, Association of School Business Officials, International and Council of Special Education Directors.

Although the staff is small, NCSA is very fortunate to have such loyal and competent staff. Current staff are Mike Dulaney, Julie Anshasi, Kelly Coash Johnson, and Angie Carman. I also appreciate the contributions of Dianne Rakers, Brenda Pool and Kathleen Minor who have left NCSA. It's been their commitment and loyalty that has provided the "best care" for the seeds of NCSA to grow and flourish.

I also value and appreciate the support of my wife and friend, Helen, in her total support not only for the past 15 years but for over 43 years of marriage.

Best regards,

Jerry Sellentin, Ph.D.

Book Review by Ron Joekel

# *Developing a Teacher Induction Plan: A Guide for School Leaders*

by Brock, Barbara L. and Grady, Marilyn L.  
Corwin-Sage Press • Thousand Oaks, California  
ISBN: 0-7619-3113-9 (paperback)

Research has supported the idea that beginning teachers who receive assistance are more likely to remain in the teaching field. More importantly, it also shows that new teachers who receive developmental assistance in their early years are more likely to develop effective teaching practices that serve them well in their career. Statistics show that new teachers leave the teaching field at a rate of 20 percent to 30 percent within the first three years, and by the end of five years, approximately 50 percent of new teachers will have left the field according to a 2000 report by A. DePaul. An alarming statistic considering the impending shortage of qualified teachers to fill the vacancies created by a “graying of the profession” and early retirements. Now throw in the requirements of the No Child Left Behind Act (NCLB) and we quickly see a potential impending crisis.

Fortunately, a number of school districts have adopted plans to help new teachers. They of course vary widely and have labels such as orientation program, induction plans, mentoring, or coaching. The authors looked at a number of different strategies for helping the new teacher, and as a result, focused their attention on creating a comprehensive teacher induction program that can effectively be used to support beginning teachers and retaining them to become highly qualified professionals.

A unique feature of this book is that it is presented

in a workbook format whereby it takes the reader through a sequential series of steps (chapters), completing exercises which will ultimately result in a developmental plan for teacher induction designed to fit your own school. The book is divided into ten chapters with an accompanying list of exercises for the reader to complete for each chapter. You may think that you can take a short cut and go right to chapter ten, where the reader is asked to develop a written plan, but don't yield to that temptation as it is important that you work sequentially through the book to completely understand the strategy and process presented by the authors.

## **The Ten Chapters**

Chapter 1 – The Players

Chapter 2 – Current Problems: Past Practices

Chapter 3 – Program Evaluation

Chapter 4 – School Culture

Chapter 5 – Program Foundation

Chapter 6 – The Orientation Component

Chapter 7 – The Mentorship Program

Chapter 8 – Classroom Management

Chapter 9 – Continuous Development

Chapter 10 – The Induction Plan

I was especially pleased to find a chapter devoted to “School Culture” as it is often passed over lightly, and a chapter on “Classroom Management.” The information contained in these two chapters is almost worth the cost of the paperback book!

Research studies on problems of student teachers and first-year teachers almost without exception identify “Classroom Management” as the number-one problem. Brock and Grady provide an extensive treatment of classroom management by:

1. Looking at factors that contribute to new teacher's discipline problems.
2. The role of the school and its leadership.
3. Examining the factors that contribute to a school's disciplinary level
4. What the research shows about schools with good discipline.
5. Helping new teachers with discipline.

**SUMMARY:** A good easy to read and follow paperback that gets to the heart of how you can help beginning teachers grow into professionals with an excellent planning process that takes you step by step through the various stages of developing an effective plan. A good book for

an administrative team to read, discuss together, complete the exercises, and work collaboratively to develop your own school's induction program.





# Retiring?

## Know your EHA Options

Is early retirement in your future? Would you like to retire with access to Blue Cross and Blue Shield of Nebraska health insurance coverage until you become eligible for Medicare?

If the answer to both of those questions is "yes," then you need to be aware of certain conditions that must be met under the Educator's Health Alliance Special Services program for retired school employees.

The first requirement is participation in the program for five year prior to retirement. This means that someone who was eligible for the EHA Blue Cross and Blue Shield plan prior to retirement, but chose not to participate, is not eligible for Special Services health insurance through the EHA plan.

Second, at the time of retirement you must select the Direct Bill early retire option and not the available COBRA coverage.

The third requirement is a minimum age of eligibility of 50.

The Direct Bill program is a special

service for retired NCSA members who are members of NARSA. The insurance plan is a \$550 deductible PPO plan. The Special Services membership is annual from September 1 through August 31 of each year. You must pay your Special Services dues each year to be eligible for retiree health insurance coverage, until you reach age 65. The dues for your initial year of membership and your final year at age 65 will be prorated on a quarterly basis.

If you are a member of NARSA which has a requirement of being an active NCSA member for the prior three years, the annual Special Services dues is \$120 each for you and your spouse. If you are not a NARSA member or do not qualify for NSEA membership the Special Services dues is \$240 each for you and your spouse.



Log on to  
[www.ncsa.org](http://www.ncsa.org)  
 for all information  
 relating to  
 Nebraska Council of  
 School  
 Administrators

## EXECUTIVE DIRECTOR OF NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS RESIGNS

Dr. Vincent L. Ferrandino announced his intention to resign his position as Executive Director of the National Association of Elementary School Principals effective March 31, 2007. Dr. Ferrandino has been in the position since July 1999. He plans to relocate to the United Arab Emirates (UAE) in September 2007 to take on the responsibility as Director of the Office of Policy and Planning at the UAE Ministry of Education where he will report directly to the Minister of

Education to oversee the major education reform effort in that nation.

Mrs. Gail Connelly, who currently serves as the NAESP Chief Operating Officer will serve as the NAESP Interim Executive Director beginning on April 1, 2007. She will serve in her role as Interim Executive Director through the current calendar year and until August 31, 2008 at which point the association is expected to have completed its search.



## SYMPATHY

George Loofe, Neligh-Oakdale Jr-Sr High Schools, on the death of his mother

Arlyn Uhrmacher, Lincoln Public Schools, Lincoln High School Assistant Principal, on death of his father

Ken Bird, Westside Community Schools Superintendent, on the death of his mother

Luis Cass, Wallace Public Schools Superintendent, on the death of his mother

Larry Ramaekers, Aurora Public Schools Superintendent, on the death of his mother-in-law

Family of Rex Pigg, retired Norris Public Schools Principal



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info@keyconcepts.com  
www.keyconcepts.com

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## INSURANCE

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## INVESTMENTS

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http://socs.fes.org

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### Nebraska Public Agency Investment Trust

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fax: 402/323-1105  
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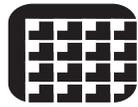
### Nebraska School District Liquid Asset Fund Plus

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balloub@PFM.com

## MISCELLANEOUS

### Education Quest Foundation

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fax: 402/479-6628  
daphneh@educationquest.org  
www.educationquest.org



## Calendar of Events

### FEBRUARY

1	NCSA Executive Board	8:30 a.m.	NCSA	Lincoln
5-6	Labor Relations Conference	9:00 a.m.	Holiday Inn	Kearney
5	NASA Executive Board	5:00 p.m.	Holiday Inn	Kearney
6	NAESP Region I	2:00 p.m.	Randolph Elementary	Lincoln
14	NASES Executive Board	5:00 p.m.	TBD	Lincoln
15-16	NASES/NDE Joint Mtg.	8:00 a.m.	Cornhusker Hotel	Lincoln
21	NAESP Region II	5:00 p.m.	Offutt Officers Club	Omaha
21	NAESP Region III	2:00 p.m.	Lifelong Learning Center	Norfolk
21	NSASSP Region III	2:00 p.m.	Lifelong Learning Center	Norfolk
21	NARSA Executive Board	10:00 a.m.	NCSA	Lincoln
23	NASES Region III	12:00 p.m.	Sports Denn	Norfolk
27	NAESP Executive Board	9:30 a.m.	NCSA	Lincoln

### MARCH

1	NSASSP Region II	9:30 a.m.	Papillion LaVista High School	Papillion
7	NSASSP Region I	5:30 p.m.	Seward Country Club	Seward
7	NASA Region IV	10:00 a.m.	ESU #10	Kearney
12-13	NAESP Legislative Conf.	1:00 p.m.	Cornhusker Hotel	Lincoln
14	Superintendent Think Tank	8:00 a.m.	Gallup University	Omaha
15	NASES Region V	9:00 a.m.	Prairie Winds Community Ctr.	Bridgeport
16	NASES Region II	8:30 a.m.	Millard Public Schools	Millard
21	NAESP Region V	9:30 a.m.	Valentinos	Ogallala
21	NSASSP Region V	10:00 a.m.	WNCC	Sidney
27	NSASSP Legislative Conf.	8:30 a.m.	Cornhusker Hotel	Lincoln
28	NAESP Region II	5:30 p.m.	Upstream	Omaha
29	NAESP Region I	2:00 p.m.	Jefferson Intermediate	Fairbury
29	NASES Region IV	12:00 p.m.	ESU #10	Kearney
30	NASES Region III	12:00 noon	Sports Denn	Norfolk

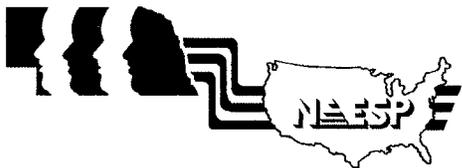
### NATIONAL CONVENTIONS

February 8-10, 2007 – ASBO Leadership Convention – Toronto, Canada

February 23-25, 2007 – NASSP National Convention – Las Vegas, NV

March 1-4, 2007 – AASA National Convention – New Orleans, LA

March 29-April 2, 2007 – NAESP National Convention – Seattle, WA



**NAESP LINK**  
**February, 2007**

**Legislative Conference, March 12 – 13, 2007**

**March 12 - 1:00 pm to 8:00 pm**

**March 13 - 8:00 am to 1:00 pm**

Mark your calendars! The NAESP Legislative Conference is scheduled for **March 12 – 13, 2007**, at the Cornhusker in Lincoln. This is an excellent opportunity to meet with your State Senator. Check the NCSA website for details and registration.

**Congratulations, David Ludwig!**  
**Nebraska's 2007 Distinguished Principal**  
**Wisner-Pilger Schools, Region 3**

The next NAESP Executive Board meeting will be held at the site of this year's Distinguished Principal, David Ludwig of Wisner-Pilger Schools. Following a Board meeting, the members of the Executive Board, teachers, students, parents, community members, and friends will help Mr. Ludwig celebrate his recent honor. In addition, we will recognize the winners from the other Regions:

**Nancy Brosamle**, Principal  
Bryant Elementary School, Kearney, NE Region 4

**Jim Jeffres**, Principal  
Ogallala Public Schools, Ogallala, NE Region 5

**NAESP's 86<sup>th</sup> National Convention**  
**Seattle, Washington**  
**March 29 – April 2, 2007**

Make plans to attend the NAESP National Convention in Seattle. The theme is "Soaring to New Heights". Some of the main speakers include Marion Wright Edelman and Jonathan Kozol.

Nebraska will be hosting the Region 7 Breakfast so be sure to register to attend that special event. It would be wonderful to have every Nebraska member who is attending the Convention present at the Region 7 Breakfast. The Region Breakfast is a great time to meet your colleagues from the other states in our Region.