

TIME IS THE KEY

by Lynn Johnson, Principal Arlington High School, President, NSASSP



Johnson

The principal's job has become more complicated and demanding over the past decade. A few of the issues that are making the role of the principal increasingly demanding include the standards and accountability movement, school security and violence, the high school reform movement, and an

increase in litigation. Principals are being asked to do more with less in the way of resources and freedom.

Effective leadership necessitates that the building principal create and nourish a school culture of continuous improvement that provides all students the opportunity to achieve at high levels. This charge takes time and energy. Administrators are bombarded with a constant barrage of information,

demands, and obligations. I would guess that many of my colleagues experience the same struggles that I do in an attempt to find the time to spend on those things that really make a difference in our systems. Now, more than ever, we need strategies that will enable us to find the 'shut-off' valve to the bombardment and do less while accomplishing more.

My quest in life is to find and fine tune those strategies in an attempt to save my sanity. In a quirk of fate, I fell into some guidance when I enrolled in a class for my specialist degree that required me to read a book authored by Bill Jensen titled, *The Simplicity Survival Handbook*. The author's research study is reflective of feedback from over 1,000 companies and more than 350,000 individuals. The study posits that work complexity originates from within your own company, not by outside forces. "The biggest day-to-day problems come from how leaders, managers, and employees

(continued on page 12)

Nebraska State Association of Secondary School Principals Announces 2006 Distinguished Principals of the Year

The Nebraska State Association of Secondary School Principals is proud to recognize Jon Lopez, Principal at Millard South High School, and Dean Tickle, Principal at Lexington Middle School, as their Distinguished Principals of the Year.



Lopez

Jon Lopez was selected to represent Nebraska as the High School Principal of the Year. Jon received his education from Midland Lutheran College (Bachelor's) and the University of Nebraska Omaha (Master's and Educational Doctorate Candidate). Mr. Lopez has served as Principal at Millard South High School since 2001. Prior to that, Jon was Principal at Plattsmouth Community Schools. He has also held the position of Assistant Principal at Omaha Bryan Middle School and was a Social Studies teacher and coach at Millard North High School. Jon is active in many professional organizations and community

(continued on page 12)



Tickle

Dean Tickle was selected to represent Nebraska as the Middle School Principal of the Year for the Nebraska State Association of Secondary School Principals. Dean received his education from Chadron State College and the University of Nebraska Kearney (Bachelor's and Master's). Dean has been the principal at Lexington Middle School since 2001 and with the Lexington Public Schools for 12 years. Prior to his service in Lexington, Dean taught at Culbertson High, Logan View and at the Boys Ranch in Texas. He is active in many professional organiza-

(continued on page 17)

INSIDE...

| | |
|--|----|
| Preparing Elementary School Principals to work with Early Childhood Programs | 2 |
| From Principal to First Lady | 4 |
| Women Victimized by Horizontal Violence | 5 |
| What if it All Went Away? | 6 |
| Book Review: | |
| <i>The Shame of the Nation</i> | 7 |
| iPods in the Classroom? | 8 |
| Understanding Poverty | 9 |
| Electronically Connected School Administrators | 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.



PREPARING ELEMENTARY SCHOOL PRINCIPALS TO WORK WITH EARLY CHILDHOOD PROGRAMS

by Helen Raikes, Ph.D., Lisa St.Clair, M.S., and Chris Marvin, Ph.D.

Early childhood services are growing in Nebraska, and, increasingly, early childhood services are being offered either in or in collaboration with public schools. Since 1978, Nebraska schools have provided early intervention for infants, toddlers and preschool-age children with disabilities in accordance with requirements of Rule 51 and the special education laws. This public school effort for young children was considered innovative and preceded national laws calling for mandated early childhood special education (IDEA, 1986). Much of the current expansion is occurring as a result of the Early Childhood Grants Program, offered through the Nebraska Department of Education's Early Childhood Division. This program pro-

vides matched funding for high quality 0-5 services for children at risk, not disabled, due to poverty, limited language proficiency or, in some cases, teen parentage or children's low birthweight. With growing state investment in early childhood education, Nebraska joins the ranks of some 38 states that have invested in early childhood education as a leading strategy for narrowing disparities between children before they show up at the kindergarten door. Some states are adding pre-kindergarten to public school offerings; other states are expanding early childhood services but not explicitly including the schools; Nebraska combines the best of both worlds—expanding early childhood under the umbrella of public schools but in col-

laboration with and taking advantage of expertise and good programs that already exist in Nebraska communities. However, both the opportunity for expanded early childhood services and the funding mechanism in Nebraska provide challenges and opportunities for school administrators. The purpose of this article is to outline some of these challenges and opportunities for school administrators during this age of early childhood expansion with increasing activity involving schools.

Representatives from the Nebraska Department of Education Early Childhood Division report they receive frequent calls from Nebraska school districts about implementing early childhood programs. What is the mechanism for Nebraska school districts for adding or expanding early childhood education and what are the unique challenges and opportunities that administrators face when they move into the early childhood world?

In Nebraska, the Early Childhood Grants Program matches up to 50% of local funding for center-based programs for children 0-5, if these programs follow the provisions of Rule 11 that specifies quality standards. These programs, funded to public school districts or educational service units, are designed to be collaborative in nature and to build on early childhood programs already offered in communities. Local match funds can come from Head Start, special education, Title I, Child Care Development and Block Grant, parent tuition and other sources. Programs may be offered in existing Head Start, child care or school districts and are designed not to supplant programs already in place in communities but to enlarge upon them and, if possible, blend them for inclusive programming. Currently, Early Childhood Grants are in place in 38 school district and educational service units. New provisions in the law expand the opportunity for 4 year olds entering kindergarten in the subse-

[continued on page 13]

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PERSPECTIVES

by Jerry Sellentin, Ph.D., Executive Director



Sellentin

AN UPDATE

MEMBERSHIP FEES

The NCSA Executive Board has approved the membership fee for the membership year of September 1, 2006 to August 31, 2007. The current rate of \$310 will increase to \$320. To encourage early renewal and payment, the membership fee is \$310 if payment is received by November 1, 2006. The Board also increased the Associate Membership fee from \$90 to \$100 and Student Membership from \$25 to \$30.

NCSA works to provide value for your membership and a reasonable membership fee. Current membership fees of surrounding states may be of interest: Iowa: active dues \$383; Colorado: membership fee is based on salary, \$275 for a range of \$19,000 to \$80,000 and \$605 for \$80,000 and above; South Dakota: .0055 x annual salary, North Dakota: Umbrella dues \$320 plus \$50 for superintendents, \$75 for secondary principals, and elementary principals pay \$75; Kansas: Umbrella dues are \$125 plus \$50 for superintendents, \$75 for secondary principals and \$60 for elementary principals; Minnesota: Active dues are \$715.

WHEN I GROW UP

The February 15, 2006 issue of USA TODAY Snapshots provided the following interesting information from kids in a survey of 273 with the top jobs they would choose: Spy/agent for FBI or CIA 16%; Veterinarian 13%; Professional athlete 12%; Movie star 10%; Video game

designer 8%; Doctor 6%. What's the message? It was a poor survey. Kids will change their mind and make a different choice as they complete high school. What happened to positions like policeman, fireman, attorney, nurse and, of course, teacher? As educators/administrators what are we doing to promote students becoming teachers/administrators? Who encouraged you to become an educator? Why did you become an educator? What are you doing as an individual and as a school district to encourage your students to become teachers? This, in my opinion, is a major issue of concern for the future of education and a concern I have for my grandchildren, which is having the best of the best as classroom teachers.

HEALTH INSURANCE

On February 6, 2006, NCSA partnered with Nebraska Association of School Boards and the Nebraska State Education Association on a conference for members of each organization on

Health Insurance and High Deductible Health Plans. Over 600 teachers, school board members and administrators attended. The goal was to provide information as to issues being addressed by Educators Health Alliance (EHA) Board of Directors with the rising cost of health insurance. The importance of consumerism in using health care, having a Disease Management Program, encouraging walking programs as was done in the 2004-05 school year to help control health insurance claims, but the future predications indicate we can expect health care costs to rise significantly.

Health Savings Accounts (HSA's) are receiving a lot of attention today and is an area EHA is studying. HSA's are new and may have advantages for some members of EHA, but it may not be the best option for others. I found the following pluses and minuses of health saving accounts published in the *Chicago Tribune* by William Neikirk and Judith Graham to be of interest:

Pluses:

- Tax-free accounts could accumulate money over several years and turn into a sizeable health care nest egg for healthy people with low medical expenses.

- The consumer is more likely to question health care expenses that currently do not get much scrutiny.

- High deductible policies that must be linked with HSAs tend to be cheaper

- May be attractive to young, healthy people.

Minuses:

- Could cause some to delay or deny themselves needed care in order to economize.

- Chronically ill people would spend accounts each year and would face deductibles.

- Could make health care for older, sicker people more expen-

(continued on page 14)

TOP TEN LIST

Paul Houston, Executive Director of The American Association of School Administrators, each year presents his ten offbeat reasons for doing what you do. The 2006 list includes:

10. Love waking up at 3:30 a.m to see how much it has snowed.
9. Always wanted to work for seven people with 14 different opinions.
8. My positive self image was getting out of hand.
7. All the helpful ideas from politicians and business leaders.
6. Love to be surrounded by people holding picket signs telling me that my parents weren't married.
5. Always wanted to meet someone from "60 Minutes."
4. Enjoy the challenge of having responsibility with no authority.
3. Wanted a job where even my family can tell me what I did wrong.
2. Great pay – great hours – great job security.
1. The opportunity to have a greater impact on the lives of children.



FROM PRINCIPAL TO FIRST LADY

by Sally Ganem, First Lady, State of Nebraska

I became First Lady of Nebraska when my husband Dave Heineman assumed the office of Governor in January, 2005, as Governor Mike Johanns left to become U.S. Secretary of Agriculture. I was an Elementary School Principal in Fremont, and I retired last August. I had initially planned to retire BD (Before Dave became Governor Heineman). We have one twenty-one year old son, Sam, who lives at the mansion and is a junior at UNL. Sam also works on his dad's campaign for Governor. The experience should benefit Sam as he pursues his business degree.

I quickly learned where things were in the mansion through trial and error as I would open doors to storage closets thinking they were rooms, or thinking I was locked in the public bathroom because the handles on the exit door did not move even though there are no locks on the bathroom doors! Learning about being a First Lady will take longer. I looked for manuals on how to be a First Lady, but there are none. Since there is no job description, the First Lady defines the position. However, it is a position with expectations by the public simply by virtue of the title and being married to the Governor.

First Lady is a title that I am honored and humbled to have; as I know I represent Nebraska in word and deed. I realize that I am among a small group of individuals as First Spouses who have been given this privilege and trust by the citizens of our great state. As a former Elementary School Principal, I want my colleagues to be proud that I can represent Nebraska and education well.

One aspect of First Lady that is different is the fact the Governor is never able to drive or ride in a car with someone else driving other than a State Trooper. A State Trooper is always with the Governor. This is primarily for liability reasons and in case of emergency, there is instant access to the Governor. So when Dave asked if I would like to go for a quiet dinner on our anniversary at a restaurant, it felt better to attend an event with relatives and friends at that time to me. Our son and I can drive on our own any-

time, anywhere. In fact, I put around 600 to 1300 miles/week on my vehicle.

As a past Principal and current First Lady, I have been invited to many schools all across the state to read or to speak at the schools. It is one of the many fantastic opportunities as First Lady, and I am taking advantage of visiting the schools. It's great to be in school buildings and learn and see first hand what is happening in schools across Nebraska. I am so proud of the educators in our state. We continue to rank in the top 10 states in various test scores, and it is due to the dedication, commitment and passion of teachers and administrators. I am proud to have been part of a wonderful profession and one that will determine the direction of our future.

As Principal last year, I had a lot of fun at my school and tried to take advantage of the situation in teaching our students about Nebraska and government. When I became

First Lady, I told the students they were the very first, First Students of Nebraska. Of course, to be first students, they had to try their best in behavior and work, and to treat others with kindness. Parents even called to ask if that's all they had to do to be First Students. It was great for many students! Our fifth graders go to Lincoln and the Capitol and this year we were able to schedule a tour of the mansion. We had never been able to tour the mansion before due to scheduling conflicts; however, not only did we visit, we had lunch at the mansion! The students were so excited! Teachers, being good communicators, sent home field trip information and asked if any parents would be available to chaperone. Can you guess what happened on the response? You're right—the parents wanted to go too! No adult was denied going, they just had to be responsible for their own transportation and meeting the group at the scheduled locations. It was fantastic to be able to give children such an experience and provide them with a memory of school.

A first experience as First Lady was to travel to Washington, D.C. with the

Governor where the highlight was being invited by President and Mrs. Bush to a dinner at the White House. I'm not sure how we were so lucky, but the President and First Lady entered the room last and Laura Bush was seated at my table, and the President was seated at the Governor's table. I had an opportunity to speak to Mrs. Bush about my First Students and education in Nebraska.

I also had the opportunity to travel one day with Dave to experience a day in the life of a Governor. He kept me busy when I first retired to help with kid withdrawal and this was one of the first activities I participated in as a listener and learner. He had many meetings scheduled with a variety of groups, including one with a group of Superintendents in the Kearney area. The largest meeting was in McCook to discuss water issues. Busloads of people from all over the state attended that meeting! Amazingly, every group had an answer to solve all the issues and concerns, which basically was saying, "Governor, if you would give us more resources and money we could solve our problems"

I listened to groups and people tell the Governor our taxes are too high in comparison with other states, and we are losing many people because it is less expensive to live elsewhere, especially our retirees. Property taxes were brought up most frequently.

Listening and learning about the issues of Nebraska has made me more focused on those issues. I pay greater attention when I read about water, education, business, or agriculture. I want to be involved in issues that make a difference for families and children. The skills of an Elementary Principal transfer to many different areas, including that of First Lady.

Education is definitely dominant in my life and I know where Dave stands on education. Of course, you realize he has heard about education over the 29 years we have been together. You know what it is like to be married to an educator. He recognizes the importance of education and has publicly stated educa-

(continued on page 12)

WOMEN VICTIMIZED BY HORIZONTAL VIOLENCE

by Midge Mougey, Principal, Jefferson Elementary School, North Platte



Mougey

I learned at a very early age that “the sun always comes up in the morning;” I had the “same pants to be glad in” [a North Dakota-ism for: “Is your cup half empty or half full?”...It’s your choice!!]; I need to solve problems on my feet and stick to my decision once I’ve committed myself; girls can do anything they set their mind to; to say what I mean and mean

what I say. The fact that most of my early socialization occurred at my father’s side, while working with him on the ranch, has had a major impact on my work habits and my leadership style.

The very traits, which were valued, reinforced, and modeled for me at an early age, were some of the qualities that caused diffi-

culties with my female subordinates early in my administrative career. This then, caused me to look carefully at a phenomenon called Horizontal Violence. Chances are that, while you may not know how to define this phenomenon, every administrator reading this has witnessed it in some fashion or another.

Horizontal Violence is not a new phenomenon but it is newly named and just recently (within the last 20 years) studied. Horizontal Violence is the harassment of a woman, in a management position, by a female subordinate. It is intended to diminish the credibility and power of the female superior and to erode her effectiveness with others. It

humiliates, denigrates or injures the dignity of another and is generally anonymous and covert. The literature review, and my own interviews, yielded a list of behaviors in which female subordinates will engage in an effort to undermine their female superior: publicly questioning her authority, noncompliance, gossip, sabotage, talking behind her back, eye rolling, poor eye contact, snubbing or overt exclusion, name-calling, belittling, withholding information, taking credit or

girls and women at some point in their life. This is one of the reasons I find it critical to dialogue about this topic. I believe that by exposing school leaders to the reality of Horizontal Violence, female leaders may develop strategies for more appropriately handling the difficulties faced and male leaders may be more supportive of female colleagues who are struggling with Horizontal Violence.

Horizontal Violence is like the elephant in the living room; it is there, every-

one knows it is there, it is huge, it is intrusive, it is obvious, but we are reluctant to talk about it. It is women’s “dirty, little secret.” By identifying and naming it, we can deal with it. By engaging in dialogue about Horizontal Violence we crush its potential for damage to female leaders because we automatically create a strategy-generating venue that operates to empower rather than minimize the effectiveness of our female colleagues.

In my dissertation research I was astonished by the degree of viciousness some female

subordinates engaged in and the extremes they would go to undermine their female superior. If we are to inoculate our schools against these damaging and sabotaging behaviors we must all be aware of their existence and support female administrators who are faced with difficulties resulting from them.

The female leaders I included in my research were all confident, strong, self-assured women; just the kind of professionals we want at the helm of schools in Nebraska. One of the ways to keep them there is to address this issue at all levels; to look seriously at including this reality in the coursework leading to the

(continued on page 15)

- *Be a person of (positive) action.*
- *Be thoughtful and purposeful.*
- *Use planned ignoring/develop a thicker skin*
- *Focus on what you CAN control.*
 - *Be self-confident.*
- *Attend to personal mastery/build credibility with competence.*
 - *Avoid negative people.*
 - *Become a good actress...put on your best face every day.*
 - *Develop relationships with people that encourage trust.*
 - *Garner support from superiors (Central Office).*
 - *Handle things with humor.*
 - *Gather and share information.*
 - *Be a good listener.*
 - *Develop a culture of trust and professionalism with your staff.*
 - *Be aware of the dynamics around you...unwritten rules, reality.*
 - *Have a shared vision.*

stealing ideas, sarcasm, pouting, rumors about men, and keeping a ‘notebook’ on the administrator.

As the number of women in leadership positions, in all careers and professions, increases it becomes increasingly significant that there exist an understanding of the way women work and cooperate [or not!] with one another in situations where advancement may exist, how women respond to each other in the process of advancement, and the professional and personal realities which women experience as a result of advancement within the ranks.

The research indicates that Horizontal Violence has victimized ALL



WHAT IF IT ALL WENT AWAY?

by Toby Boss, Ed.D., Professional Development Consultant, Educational Service Unit #6



Boss

Imagine that you woke up one morning, and in your local paper you read: "Concerning standards, assessment, and accountability, state leaders say they thought it over, and on second thought, never mind." Literally overnight the standards movement was over; now what? How would things be different for your school and students? Would the initiative continue, or fade into the sunset of "stuff we used to do"? While most pundits agree that standards, assessment, and accountability are here to stay, to consider the alternative is instructive in determining any school's motivation. Are schools committed to the process and what it reaps, or are they merely compliant? Is the benefit merely to fill out the state reports, or is it something more? Schools that take the position of "something more" are driven by rewards beyond neat and timely reports to the Nebraska Department of Education. For these schools, the true value isn't in the satisfaction gained from completing the State of the Schools Report; rather it is from generating conversations about how best to improve teaching and learning for the students in their care. So what is the difference between commitment and compliance? I offer the following contrasts within the contexts of assessment and accountability.

Assessment

To be merely compliant would mean that assessment is yet another burden imposed by a regulatory agency. It would mean another layer of work, separate from the real job of teaching. Compliance means that it is an external mandate; something completed for the benefit of others. To those that take this stand, a single state test makes sense; it means less time and energy away from doing things the same old way. So the logical conclusion is that assessment is of learning; merely providing the box score at the end of the year.

Conversely, commitment would mean

that assessment is an instructional tool, integrated into the regular communication between teachers, students, and parents. The assessments are utilized to inform decisions about instruction. Assessments would prove to be useful before and after instruction. Prior to instruction, the teacher has decided what they will accept as evidence of mastery, allowing them to build appropriate instructional activities. After the instruction has occurred, teachers can utilize the assessment data to determine appropriate interventions. In this manner, committed schools have assessments that are part of the instructional process. The conclusion for these schools is that assessment is for learning, embedded in the teaching.

Accountability

To think about accountability for compliance only, consider filing your yearly income tax statement. Aren't you just glad to get it in under the deadline? The numbers are crunched, put into a form and sent away to a government bureaucracy. It's done once a year, and the hope is that somebody on the other end accepts and approves of your calculations. No news is good news. I submit that to be solely compliant in our assessment system would mean the same thing. Think about this, if the IRS sudden-



ly did away with the tax requirement, would you do it anyway? My guess is that most people would pass on filing the return because it provides no intrinsic benefit. That's compliance at its finest.

Schools committed to the process view accountability differently. Committed schools engage their stakeholders in conversations about what is good for kids. The data is continually analyzed for school improvement discussions. In my view of the world, there is a difference between being held accountable and being accountable. Being held accountable implies an external force, like being held hostage. Being accountable implies self-motivated action. Schools that are committed ensure that they are being accountable to their constituents, rather than being held accountable to an outside force. The fundamental question about accountability is, for whom is the work being done? Is it for others? Is it for the students? Are you accountable to an agency, or to the people that you educate? When schools get beyond being held accountable, to being accountable, school improvement becomes part of the culture. Teachers who engage in school improvement activities often don't even know it was "school improvement." It is done because it is the way they do business, not because paperwork needed to be filed, or an external team is on the way.

Conclusion

So what do we make of this? If it all went away, what would happen? It seems to this writer that schools committed to the process would continue on with the important work, absent any state or federal mandate. Committed schools focus on what improves education, and have been given permission to complete this work closest to the students and the teaching. I would argue that for those that are committed, standards, assessment, and accountability are not about completing forms and submitting data, but something more. It's something more in the information it provides to teachers and students, something more in the professional conversations it fosters, something more in our ability to develop a learning organization that keeps kids first. 



Book Review by Ron Joekel

The Shame of the Nation

Author: Jonathan Kozol

New York: Crown Publishers, a division of Random House (2005)

ISBN: 1-4000-5244-0

The passion of Jonathan Kozol continues to burn brightly over school segregation and the inequalities that exist in American schools. Author of award winning books: *Death at an Early Age*, *Savage Inequalities*, and *Amazing Grace*, Kozol (a former teacher), visited 60 schools in 11 states over a five-year period to gather information. Conversations with students, principals, superintendents, and other educators along with personal observations formed the data for his new book, *The Shame of the Nation*. Having devoted over 40 years to issues of segregation and inequities in educational opportunities, he has documented with clarity the failure of both court-ordered and voluntary desegregation plans to achieve racial balance in our largest cities schools. Kozol states that a virtual apartheid is a fact of life in most urban schools in this country. The percent of black students in majority white schools has decreased to a lower level than in any year before *Brown v. Board of Education*. He describes this deterioration and explains how the mania of high-stakes testing, linked with policies of non-promotion and graduation, are driving black and Latino students out of high schools altogether.

Although much of the data Kozol presents is based upon visits to schools in the New York area, he includes vivid details of problems in other states as well, particularly inequities in funding for urban schools as compared to suburban schools. One of the most compelling bits of evidence to support his contention is the comparison of per-pupil spending in Public Schools in Six Metropolitan Areas. He compares spending for urban schools in Chicago, Philadelphia, Detroit, Milwaukee, Boston, and New York city with suburban schools in their areas. The differences are astounding, espe-

cially when you compare the % of student population by race and % of low income.

"Public school resegregation is a national horror hidden in plain view" writes Kozol.

Almost everywhere, Kozol found that conditions have grown worse for inner-city children in the years since federal courts began dismantling the landmark ruling in *Brown v. Board of Education*. First, a state of nearly absolute apartheid now prevails in thousands of schools and the segregation of black children has reverted to a level that the nation has not seen since 1968. Many of the students in schools where he visited no longer knew white children. Second, these schools lacked the basics: clean classrooms, hallways and restrooms; up-to-date books in good condition; appropriate laboratory supplies; and facilities that were conducive to learning. Third, teachers and administrators were forced to move away from creative coursework for rote learning to meet testing and accountability mandates, thereby "utilizing pedagogy of direct command and absolute control" modeled on the stick-and-carrot method of behavioral control traditionally found in the military or penal institutions. And Fourth, he observed high-stakes testing that is taking on pathological and punitive dimensions. Education in inner-city schools has been increasingly replaced by culturally barren and robotic methods of instruction that would be rejected out of hand by schools that serve the mainstream of society.

Some of his most poignant writing occurs when he describes contacts with elementary students Pineapple, Alliyah and Elizabeth describing their plight of being black and observing them at their school in the Bronx. Pineapple asked him one day, "What is it like over where you live-over there where the other people are?" Alliyah said, "Mr. Kozol we do not have the things you have. You have clean things. We do not have. You have a clean

bathroom. We do not have that. You have parks and we do not have parks. You have all the things and we do not have all the things... Can you help us?" Other letters from students in Alliyah's third grade class made similar complaints. "We don't have no gardens," and "no music or art," and "no fun places to play." "We have a gym, but it is for lining up. I think it is not fair." Elizabeth said, "It is not fair that other kids have a garden and new things. But we don't have that. I wish this school was the most beautiful school in the whole wide world." He also tells of a young woman with college ambitions who was forced into hair braiding and sewing classes, "You're ghetto-so you sew! Kozol found widespread acceptance of the notion that "schools in ghettoized communities must settle for a different set of academic and career goals" than schools serving middle-and upper-class children.

In Chapter Three—The Ordering Regime, Kozol really gets revved up about the "school reform" that he observed based on "rewards and sanctions." He is super critical of what NCLB has wrought in inner city schools he observed. He comes down hard on what he calls "teacher proof curriculum" and the heavy emphasis of preparing for and passing the test at the expense of many things. But what really bothered Kozol was the use of Level one, Level two, Level three, and Level four for categorizing students. Rubric for Filing was used by which teachers were supposed to grade their students and place them into one of the four levels.

Summary: While reading the book I was reminded of the American Philosopher John Rawls who said, "the best measure of a just society is whether you'd be willing to be thrown into it at random." Should the circumstances of where a child is born dictate the education they receive? A must read for every administrator and educator.





iPods in the Classroom? Aren't iPods Music Players?

by Susan Burch, Technology Director, Grand Island Public Schools



Grand Island Public Schools students and staff members are finding out how iPods can be used as teaching and learning tools, as well as music tools, in their classrooms. For the past two years, many students and teachers have been using Apple iPods and Griffin iTalk recorders to enhance reading, writing, speaking, and listening skills across all curriculum areas.

Building Literacy Skills

Students in Irina Erickson's ELL class at Walnut Middle School have applied research and writing skills through a history project that they presented to parents. Using the iPod and iTalk, students recorded their writing in both Spanish and English and imbedded the audio files into their projects. Recording their writings provided students with the opportunity to practice their speaking skills. The embedded sound files also enabled parents, who are generally Spanish speaking, to better understand their children's projects. Mrs. Erickson says, "Originally students were going to do a slide show, put captions under still pictures, and read the information to their parents. But the iPod gave the kids the ability to record everything in English and Spanish, and then download the clips into their presentations. They were very excited, and their parents were absolutely thrilled because they could understand and be involved in their stu-

dents' school work."

Walnut students have also put a new twist on the traditional book report. Students write a summary of the books they read, and then record their summaries on an iPod using an iTalk recorder. The audio files are downloaded into iTunes on one of the media center's computers.

"Kids come in, and they can find playlists in iTunes in the genre that interests them," explains Janet Schutz, Walnut Integration Specialist. "For instance, they can click 'Mystery,' and find 20 descriptions of books recorded by students. We've completed nearly 300 of these summaries; the kids just love being able to go in and hear each other describing the books."

Students and teachers across the district have combined the power of writing, iPod recording and GarageBand software to create poetry that is recorded over background music composed by the students. Stories written by the students become read-a-long books for peers and younger children. Students also practice their fluency skills by reading passages from books, then listening to the passages and rating themselves on a district speaking rubric.

Extending Student Works to the World

Dodge Elementary students recently completed a Grand Island history project using iPods and iTalks. The students interviewed community members regarding the history of the city, schools, industry, weather, and war. "Mrs. Meyer used the iPod with her students to practice their interviewing skills prior to working with the community members. The students used a mix of iPod recordings and video recordings to capture their audio files from the interviews. The won-

derful storytellers (who were in their 80s) took right to the iPod and even assisted students in holding the iPod to capture quality sound," explains Jan Tell, the Integration Specialist at Dodge. The history project including their recorded interviews is located at <http://www.gips.org/Dodge/Gi%20History/Site/Buildings.html>.

Lincoln Elementary students are practicing their reading, writing, speaking, and listening skills by conducting interviews of students, staff members, and community members. Their interviews and student produced stories are shared through weekly podcasts which can be downloaded at <http://sites.gips.org/LincolnLearnerLynx/2006/01/24#a6>

Maura Hendrickson, Integration Specialist at Lincoln Elementary, says, "Students are excited to be able to have an audience world-wide to be able share with. Each podcast improves with student input and overall speaking and listening. Their information seeking strategies are constantly at work as they create their scripts for our podcasts. iPods allow students flexibility to work remotely to interview and create unique podcasts to communicate to their audience."

iPods as Music Players

Grand Island's music teachers have replaced their aging CD boom boxes with iPods and Bose speakers. All music curriculum CDs have been loaded onto iPods, enabling teachers to have instant access to individual songs without shuffling through piles of CDs. The iPods are also capable of storing photos that can provide background images for music concerts. Each music teacher also has all of the necessary cabling to connect their iPod into auditorium and gymnasium sound systems, providing a bigger, better sound for programs and performances.

As a Teaching Tool

iPods and iTalks are also important teacher tools. Teachers might choose to

[continued on page 14]

UNDERSTANDING POVERTY

by Dean Tickle, Principal, Lexington Middle School



Tickle

As a middle school principal in a community with a large Hispanic population, many of my conversations with colleagues revolve around the difficulties of speaking a different language than the majority of my students' parents. While language differences are an issue, I would say that poverty is a bigger obstacle.

Our school systems are set upon middle-class values. Most educators grew up knowing the rules of middle class. A large majority of my middle-class friends and I knew we were going to college in our early elementary years because that is what our parents did and it was expected. Children from generational poverty do not have those same expectations engrained into their childhood. Their parents often time do not have a diploma of any type. To many of them a job at a meat-packing plant is a chance of a lifetime. While many parents soon realize that they do not want their children to take up the backbreaking work, they also understand that they could do much worse. It would not be the end of the world if their child had a steady job that would allow them to buy a house, car and send a little money back to their homeland to help extended family members.

In order for us to go to college my parents saved and planned. I knew where to go to fill out the necessary loan papers. I knew how to line up a college visit. My parents would have never considered taking me out of school for a month to visit relatives, even if I hadn't seen them for years. I had a definite plan and knew what I wanted to do for a career, although I don't recall wanting to be a middle-school principal. Many of our students drop out of high school, while many others do not plan on furthering their educations, meaning that the odds of continuing the cycle of poverty are increased.

We experience these frustrations on a daily basis. One particularly bother-

some example occurred recently when our teachers and school nurses went the extra mile to get a student a pair of glasses when the parents are not able to provide them. Within a week the student had broken the glasses. I wanted to call a meeting with his mother to inform her that part of her responsibility was to get the glasses fixed when they broke. After several weeks of unsuccessfully trying to communicate with her, she finally came to the school. She was driving a brand new SUV with her name written on the in-transit stickers. I was furious! I calmly asked her to take the glasses to be fixed. We adjourned school for the Christmas break and when we returned, the student still had no glasses. I asked him why? He informed me that they didn't have time because they went to California for the holidays. I could not understand how someone could put a new vehicle and a vacation ahead of their child's eyesight: a very middle-class perspective.

What I have learned is: when people who come from poverty get money, they don't automatically develop a middle-class perspective on financial priorities.

They won't necessarily pay the bills, or start a retirement plan, or make an eye doctor appointment, they go for the instant gratification. They buy cars, take trips, invest in big screen televisions and throw parties. These aren't always bad things; they just aren't the first things most middle-class people would do. Additionally, many people who come from wealthy backgrounds can't understand why middle-class people finance purchases and pay interest: a practice which keeps many people locked in the middle class. Wealthy people don't pay interest: they earn interest. This point demonstrates how difficult it is to escape the mindset and traditions of any particular economic class.

As educators, we can give ourselves a huge advantage when we take time to learn about the economic situations our students come from. It allows us to deal with frustrations that can develop when you don't understand why people think and act differently than we do. This understanding ultimately means we will develop better ways to educate children of poverty and break the cycle of generational poverty.





THE ELECTRONICALLY CONNECTED SCHOOL ADMINISTRATOR

by Jim Ossian, Professor, Wayne State College

In a more idyllic time, school administrators were accessible only by telephone, regular mail, or face-to-face meetings. The modern school executive is available 24-7 via e-mail and cell phones. Most school principals and superintendents are by nature gregarious people; however, round-the-clock accessibility erodes those few precious moments that otherwise might be used for reflection and contemplation. School administrative offices have always been the information hubs of the organization but, unlike previous decades, receptionists and secretaries, or the spouse at home, are no longer an effective filter for those who have immediate connectivity to the boss's cell phone or e-mail address.

Five years ago I surveyed a random sample of Nebraska public school superintendents about their use and opinions of e-mail (Ossian, 2002). Participants reported that on average they received 12 messages and initiated 8 on a daily basis. They concluded further that e-mail helped in their job performance and reduced the amount of time spent on other forms of communication.

Fast forward to this February when, as a part of a class exercise, I asked 29 students to track their e-mail for a week and to calculate the number received, responded to, and initiated. These Wayne State College graduate students, most of whom are principals in Northeastern Nebraska or Northwestern Iowa, indicated that their daily averages were 30 received, 8 responded to, and 6 initiated. In general, they were of the opinion that e-mail correspondence was a growing nuisance but that they could not do their jobs without it.

In the corporate world, the glut of daily communication has reached a crises stage. A survey of Fortune 500 company employees, conducted by the Institute for the Future in Palo Alto, California, found that individual workers, on average, send and receive 178 messages each day via e-mail, phone, voice

mail, fax, and pager. The typical employee had to stop work to answer messages three times every hour. A professor at the Richard Ivey School of Business at the University of Western Ontario conducted 70 telephone interviews with executives from six industry groups in the spring of 2001 and concluded that the tolerance range for daily e-mails was between 25 and 50. Anything beyond 50 generated a high level of stress (Cavanagh, 2001; Johnson, 2005).

Busy school administrators don't need researchers to tell them that the electronically connected world is inundating them with unnecessary and unsolicited information and e-mail communication. However, some of the research is indeed interesting and even provides comic relief. The Institute of Psychiatry at King's College in London, in a controlled experiment, administered IQ tests to two sets of subjects, one of which had to take the test while checking and responding to e-mail messages. Not surprisingly, the experimental group averaged 10 points lower on the IQ rating. Under similar conditions, another experiment was conducted where the experimental group smoked pot prior to taking the IQ test, and it averaged only eight points lower. Ergo, researchers concluded, multitasking is more harmful to concentration than being stoned. The research report did not reveal whether any British headmasters had volunteered for the experimental group (Johnson, 2005).

School leaders know from reading the research and from anecdotal conversations with their peers that the ubiquitous nature of electronic communication will only increase. How does one cope? Bill Jensen (2003) offers some suggestions in his *The Simplicity Survival Handbook*. Though his book is written for managers in private enterprise, much of his advice is applicable for educators. For example, he contends that once you have installed an effective spam filter that you can delete 75% of the rest of your e-mail, because there is a 69% chance you will

receive the same communication a second time and a 48% chance that you will get it a third time. Moreover, there is only a 36% chance that you will actually have to show up at a meeting. In the interest of job security, however, it is highly recommended that superintendents should not ignore messages from board members nor should principals automatically delete e-mails from the central office.

A rule for early users of e-mail was that you had to send some to get some. Today, the typical school executive has a full e-mail inbox no matter how many he or she initiates. Many administrators employ a serve list as a handy and expedient tool for disseminating general announcements to faculty and staff. This procedure will, more often than not, generate a salvo of responses ranging from "Does this mean me, too?" to "Thank you for this valuable information." Thus, it is important to craft such messages carefully. An all points bulletin should be succinct; tell the receiver what action is required, if any; include clarifying information regarding date, time, and location; and indicate whether a response is necessary.

Many principals and superintendents with whom I visit (some by e-mail) have of necessity devised their own coping strategies. The more common practices include (a) turning off the you-got-mail audio alert, (b) checking e-mail at specified times during the day, early morning or late afternoon, and (c) assembling folders for potentially important messages that can be read later. Some administrators also caution against allowing the convenience of e-mail to anchor you in the office. It is much better to deliver some messages in person. Given their druthers, most people, educators in particular, still prefer personal communication where the appropriate nuances of tone and emotion enrich and clarify the exchange of information. Besides, being out and about in the building is good exercise and enhances the

(continued on page 15)



CONGRATULATIONS TO...

☞ **Holly Herzberg**, Elementary Principal, Hampton, named Superintendent of Hampton Public Schools

☞ **Paul Calvert**, Superintendent, Creek Valley Public Schools, named Superintendent Lakeview Public Schools

☞ **Henry Eggert**, named Superintendent of Thedford Public Schools

☞ **Brad Cabrera**, Retired Sutton Superintendent, named Assistant Superintendent of Business at Hastings Public Schools

☞ **Daryl Schrunk**, Elementary Principal, Atkinson, named Elementary Principal, Wayne Public Schools

☞ **Gregg Holliday**, Assistant Principal, Arlington High School, named Activities Director Hastings Public Schools

☞ AASA 25 year recognition of Nebraska Administrators, **Wayne Bell, Larry Dlugosh, Larry Harnisch** and **Larry Ramaekers**

☞ **Randal Kort**, Title I Teacher at Osmond Public Schools, named Principal at Shickley Public Schools

☞ **Jim Koontz**, Superintendent at Newman Grove, named Superintendent at East Butler

RETIREMENTS:

☞ **Roger Stockall**, Elementary Principal, Hershey Public Schools,

☞ **Junior Alvarez**, Athletic Director, Gering Public Schools,

☞ **Kathy McFarland**, Special Education Supervisor, Central Nebraska SSP - Grand Island

UPCOMING EVENTS...

March 9
Student Wellness Workshop
Cornhusker Hotel - Lincoln

March 14
Student Wellness Workshop
Holiday Inn - Kearney

March 27
Paraeducators Workshop
Holiday Inn - Kearney

April 10
Educational Office Personnel
Holiday Inn - Kearney

April 26-28
NASBO/NASES State Convention
Holiday Inn - Grand Island

May 23
NARSA Event
Lincoln, NE

For more information on any of these conferences or to register online please visit www.ncsa.org

NCSA Executive Board Update

The NCSA Executive Board met on February 1, 2006 at the NCSA Offices in Lincoln.

Tim Shafer, Superintendent at Broken Bow was approved as Chair-elect of the NCSA Legislative Committee.

Bill Kenagy reported on the Principal Liaison position.

Motion to increase the membership dues to \$320 per person with an earl bird membership discount of \$10, if membership and payment is received by October 31, 2006.

Motion to increase the associate membership dues from \$90 to \$100 and the student membership dues from \$25 to \$30.

Log on to www.ncsa.org for all information relating to Nebraska Council of School Administrators





TIME IS THE KEY

(continued from page 1)

react to those forces making the next steps hard instead of easy, unfocused instead of clear" (p. 4). In keeping with the spirit of the book and the author's intent, I will share with you a few of the strategies and premises that I have found in the reading that help in cutting out the clutter and enhancing clarity.

To delete 75% of your email, you need to get good at scanning. The following objective process when applied faithfully will reduce the clutter. Delete the message if both the sender and the subject do not create a sense of I must read this today. That strategy should empty 50%. If the remaining emails do not contain an action and a date for action, delete them (another 25%). Finally, scan the remaining messages using the CLEAR criteria. If the email does not contain or meet the following parameters it should be deleted.

- Connected to your current project(s).
- List the steps you should do after reading the email.

NSASSP AWARDS JON LOPEZ

(continued from page 1)

leadership positions such as the National Association of Secondary School Principals, the Nebraska Council of School Administrators, and the Nebraska State Association of Secondary School Principals. Jon is also a member of the Millard Lions Club, the Millard Youth Athletic Association and the Midland College of Education Advisory Board. Mr. Lopez has several other honors, including The Nebraska Association of Student Council Principal of the Year in 1999, Nebraska's Outstanding New Principal, also in 1999, the UNO College of Education Distinguished Alumni Award in 2000 and the NSASSP Region II Distinguished Service Award in 2003.

Dr. Keith Lutz, Superintendent of the Millard Public Schools, states: "During his time with Millard, Mr. Lopez has seen many changes in the Millard Schools, and he is an integral team member man-

• Expectations means that it defines what success looks like.

• Ability describes how you'll get things done.

• Return indicates what is in it for you.

The KNOW, FEEL, DO strategy is a preparation tool for verbal communication in our fast-paced society. It will enhance the clarity of your message. Make sure your communication/presentation can answer these questions. What is the one thing that you want people to know, understand, learn or question? How do I want people to feel when I'm done? What do I want people to do as a direct result of my communication? This forces you to organize your communications according to how others listen. In addition, don't talk at people; have a conversation instead. Your three questions should help frame a dialogue.

When phoning someone, be prepared in advance to leave a voice mail. Use the KNOW, FEEL, DO strategy to mentally prepare the message and when delivering the message. Note that the first 5 to 15 seconds of the message are critical and the total message needs to be kept

aging those large number of changes in a large high school. Because of his very strong leadership skills, his colleagues, administrators, and the superintendent rely on his leadership abilities to provide meaningful change. Jon is a very gifted and dedicated educational leader, and I can think of no one who would be more deserving of this reward." Charles Gould, English Instructor, Millard South High School, says: "Our school is a good place for both students and teachers, and I believe that begins with the principal of our building. Mr. Lopez demonstrates that leadership is the key to a successful school. We have a safe school that cares about kids; we are lucky to have Mr. Lopez, his vision and his leadership here at Millard South." Mr. Lopez will receive his award at the Nebraska State Association of Secondary School Principals conference in Kearney in December. 

less than 30 seconds.

To avoid being in the 75% of deleted messages you need to make sure your email message can grab someone's attention, connect with them, and get them to commit to action in the top 3"x5" of the email. Remember that you are "writing a billboard, not a letter" (pg. 36.) Use the CLEAR model to formulate the message.

You have to make tough choices to maximize the 1440 minutes of your day. Employ a basic filtering technique when deciding what meetings you will go to. Ask yourself the following questions before you decide: How much value will I get from this meeting? How much value can I contribute to this meeting? If I worked a hundred miles away, is this a meeting I'd attend? Know where the bulk of your requests for meetings come from and focus on that channel. Next, have those three questions in sight as a reminder. Finally, pause and reflect before committing. People report a reduction of 10-30% by employing these three steps.

In spite of all of the pressures and demands on principals today, the intrinsic rewards that can be realized are well worth the challenge. To make the job of a school principal manageable and satisfying, one has to develop strategies to unlock time for true leadership work. Time is the key! 

From Principal to First Lady

(continued from page 4)

tion and economic vitality are intertwined and important to Nebraska's future. He has demonstrated his support for education this past year by fully funding K-12 education and he signed into law legislation supporting early childhood education.

Reflecting on being the First Lady, I have to say the very best part has been to meet many wonderful people, make new friends and acquaintances, and to experience the tremendous spirit of Nebraskans! Nebraska truly is the best place to live, work, play, and raise a family!! 



PREPARING ELEMENTARY SCHOOL PRINCIPALS...

(continued from page 2)

quent year. After three years of successfully implementing an early childhood grant program, the school district may include the children being served in the grant program in the local district's state aide formula.

Altogether the grants program and the provision to include 4 year olds in the state aid formula mean that early childhood is growing in relevancy to Nebraska's school administrators. What do administrators need to consider in this era? We have several suggestions here that are informed by the National Association of Elementary School Principals' 2005 guidance document, "Leading Early Childhood Learning Communities: What Principals Should Know and Be Able To Do."

1. School administrators will need to gain familiarity with early childhood pedagogy and learn to recognize the features of quality early childhood programs. This pedagogy includes supporting developmentally appropriate practices for children 0-5, promoting development and environments that support inclusion of children with disabilities, and ensure all children's health and safety and selecting a curriculum that supports children's cognitive development, social emotional, physical development and literacy. When possible, these programs should address the needs of children with

2. Become familiar with early childhood teacher qualifications and preparation. Under Rule 11, early childhood teachers must have teaching endorsements that focus specifically on children under age 8. These could include State of Nebraska endorsement in Early Childhood Education (Pre-K to grade 3), Inclusive Unified Early Childhood Education (birth to grade 3), Preschool Disabilities (birth to K) or Early Childhood Special Education (Birth to grade 3, disabilities (see Rule 24, 006.13, 006.14, 006.46, 006.55) . The endorsements ensure that entry-level teachers have special preparation in the area of early childhood development and education. Elementary education teacher prepara-

tion is not sufficient for early childhood teachers; similarly, early childhood teacher preparation would be insufficient for the full K-6 range of elementary education.

3. Form relationships and work with early childhood providers within the community. Even though schools and ESU's are grantees, the Early Childhood Grants Program requires that early childhood providers and schools collaborate with each other to prepare a community-level grant proposal and to carry out the services. Funds and program services will need to be blended under a guiding vision for the collaboration to become a true partnership. There are many models for how this collaboration looks. Often, Head Start or other early education providers will provide the direct services for a Nebraska early childhood grants program.

4. Develop expertise in early childhood. Often, school administrators delegate the accountability for early childhood programs to others. More often than not, they may be directly responsible for supervision of program staff, program resources, program quality or in the areas of instructional leadership. In some cases, this may call for enhanced direct preparation in the area of early childhood education. To address this gap, some school administrators have taken courses in early childhood education from local community colleges or state universities on-campus or through distance education technologies, and there have been suggestions that the state develop an early childhood certificate for elementary school principals. Other administrators become members of early childhood professional organizations such as the National Association for the Education of Young Children (www.nebraskaeyc.org).

Researchers at the University of Nebraska-Lincoln conducted a study that relates to the current topic, with findings published in Topics in Early Childhood Special Education, 23 (4), 2003. UNL faculty, Christine Marvin, Barbara LaCost, and Marilyn Grady, together with Paul Mooney from Louisiana State University, surveyed 176 teachers in Nebraska prekindergarten programs to determine teachers' views

of administrative supports and challenges regarding their programs (both early childhood and early childhood special education programs). The teachers reported that principals were advocates for quality features and budget/work schedules that were unique to early childhood programs but also that principals tended to rely upon them for knowledge about recommended practices. The study also identified some disparity regarding principals' abilities to support/supervise these programs. These findings lend further support to the recommendation that administrators obtain direct knowledge of early childhood program features.

Throughout Nebraska, elementary principals are initiating innovative ways of embracing this (for many) new phase of public school emphasis. For example, principals in one urban Nebraska community meet regularly with early childhood education experts to strengthen their knowledge in this area; another district has hired an early childhood coordinator to integrate early childhood activities, and still another has enrolled in early childhood college courses.

In summary, Nebraska, together with other states, is entering an era in which early childhood programs may have new relevancy through the Early Childhood Grants Program or through statewide schools state aid. We have provided a few simple suggestions for school administrators to consider as they expand in this educational arena.



SYMPATHY

Paul Sheffield, Superintendent at Shickley Public Schools, on the death of his father



iPODS IN THE CLASSROOM?...

(continued from page 8)

pre-record instructions for small groups of students, enabling individualized instruction. The iPods and iTalks can also be used to record small group interactions, allowing the teachers to listen to and reflect on the student conversations at a later time.

Recording of direct instruction provides teachers with the opportunity to share the instruction with absent students. The recordings can also be shared with mentor or mentee teachers as a form of reflection and personal and professional development.

And the Rest of the Story

District and building staff members use the hard drive capabilities of iPods. Jan Tell, Dodge Integration Specialist, says, "We use the iPod to combine, move, and store huge projects. In fact, I think all teachers would like to have one for that dual purpose. The things collected on the iPod can be integrated into projects. Projects can then be stored on

the iPod as they are going through different phases of development."

Funding

iPods were initially provided to teachers through a district Technology Integration Experiences (TIE) project. The TIE project is funded by a combination of Title II D and district funds. Each teacher participating in the TIE project must join a building learning team. The learning team members attend monthly technology related professional development sessions, develop four lessons integrating technology, and maintain a classroom web sites. In turn, each teacher receives an iBook, and each team receives an iPod and iTalk recorder.

For further information relating to iPods in the classroom, please email sburch@gips.org. 

Perspectives...An Update

(continued from page 3)

sive as young, healthier people abandon the risk pool.

- Could move consumers away from the employer-based insurance model into individual insurance.
- The individual insurance market does not cover people who are sick and is less well-regulated.

Eight years ago NCSA became a player by being at the "table" to negotiate health care insurance. Today we are at the table with NASB and NSEA and working together to address a national issue of controlling health care costs and providing the best options for quality care for all EHA members. As an EHA Board, I know we will work to provide the best options possible to control health care costs, but in my opinion with expected significant increases projected for health care, it will require more than "thinking outside of the box" it will require "creating a new box." 

WANTED...

USED DOUBLE WIDE OR MODULAR CLASSROOMS containing not less than two classrooms and two restrooms. Contact Tucker Lillis, Superintendent, Ogallala Schools 308-284-4060 or tlillis@esu16.org

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The Ogallala Public Schools, a Class B School District, is accepting applications for the position of Middle School Principal (6-8). For more information, contact Dr. Lillis at 308-284-4060

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CREATIVE TICKET SCHOOLS OF EXCELLENCE AWARDS

The Creative Ticket Schools of Excellence Awards, given by the Nebraska Alliance for Arts Education and the Nebraska Council of School Administrators, recognize schools that have done an outstanding job of making the arts an essential part of education. Through the nomination of schools for the Creative Ticket Schools of Excellence Awards, exemplary arts education programs in district, elementary, middle and high schools will be identified.

Nominations are due April 15

To download a nomination form, visit www.nebraskaartsed.org/awards.asp or contact Nicole Palof at 402/595-2125 or npalof@nebraskans-forthearts.org.

Horizontal Violence

(continued from page 5)

Principalship, to encourage dialogue within our ranks, to champion women who are victimized at any level by Horizontal Violence, to recognize it for what it is, and not to give credence to grumbling subordinates who are driven to diminish effective female leaders.

As with any "problem," there are also solutions. There are behaviors in which female leaders may engage that can counteract negative behaviors by subordinates. These same behaviors can be employed by ALL leaders to increase effectiveness. Some of the strategies to minimize the effects of Horizontal Violence shared by women in my study were:

- Be a person of (positive) action.

- Be thoughtful and purposeful.
- Use planned ignoring/develop a thicker skin
- Focus on what you CAN control.
- Be self-confident.
- Attend to personal mastery/build credibility with competence.
- Avoid negative people.
- Become a good actress...put on your best face every day.
- Develop relationships with people that encourage trust.
- Garner support from superiors (Central Office).
- Handle things with humor.
- Gather and share information.
- Be a good listener.
- Develop a culture of trust and pro-

fessionalism with your staff.

- Be aware of the dynamics around you...unwritten rules, reality.
- Have a shared vision.

So, whether male or female, rookie or veteran, there are obstacles to overcome in becoming the kind of leader Nebraska needs NOW. Keep in mind that if you are a woman who is exhibiting true leadership behaviors and excelling in your craft there will be subordinates who will be motivated to reduce your effectiveness. They are equally good at "their craft". What they might not know is that "You have the same pants to be glad in!"

Electronically Connected

(continued from page 10)

administrator's visibility.

Being technologically literate is a survival skill for managers in the modern world whether they are educators or working in for-profit organizations. There is, however, a skills and comfort gap between those who have grown up with cell phones and computers and those who regard these modern conveniences as electronic tethers. Younger principals and superintendents are seldom found without cell phones, PDAs, and laptops or, for the real show-offs, a BlackBerry, and they don't need teenage relatives to program them.

Given my age and disposition, I relate more readily with veteran school administrators who are still confounded by VCR and DVD players. My cell phone is often turned off, is for emergencies only, and does not have the voice-messaging function activated. Although I have become a fan of word processing and Excel spreadsheets, my opinion of e-mail is mixed. It is convenient, at times useful, a good resource for an endless supply of stupid jokes, and has allowed me to reconnect with many geographically distant old friends and colleagues. On the other hand, it commands attention. Unlike my cell phone, shutting off my

computer does not stem the flow of messages. They just stack up on a server somewhere.

I take some solace in, and commend to other aging Luddites, the wisdom of one of my old University of Michigan professors, Howard McClusky, who taught at the university for 45 years and is credited with being the father of educational gerontology. My thanks for the quote, recorded first in 1971, are extended to Roger Hiemtra (1981, 2002), the author and publisher of *The Encyclopedia of Informal Education*.

One can teach an old dog new tricks! He may not want to learn new tricks or he may think that his old tricks are good enough, but an "old dog" can no longer hide behind an assumed lack of ability to learn as an excuse for not learning. In fact, because of his age there are probably some tricks that an old dog can learn better than a younger. (p. 6)

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longer functional. Readers may be interested in Christina Cavanagh's new book, *Managing Your E-mail: Thinking Outside the Inbox* (2003)]

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Wireless Generation

Nicole M. Adams
11 East 26th Street
14th Floor
New York, NY 10010
800/866-9126
fax: 212/213-8749
nadams@wgen.net

CONSULTING

Gleason & Associates / Key Concepts

Daniel Gleason Ed.D.
1309 Harlan Dr., Suite 102
Bellevue, NE 68005
402/991-7252
fax: 402/991-7168
info@keycepts.com
www.keycepts.com

DESIGN BUILD

Ayars & Ayars Inc.

Mike Ayars
6500 Holdrege Street
Lincoln, NE 68505
402/435-8600
fax: 402/464-6810
mayars@ayarsayars.com
www.ayarsayars.com

FURNITURE

Cornhusker State Industries

Scott Shafer
800 Pioneers Blvd.
Lincoln, NE 68502
402/471-4597
fax: 402/471-1236
sshafer@dcs.state.ne.us

Virco Inc.

Matthew Kirkland
PO Box 6356
Lincoln, NE 68506
402/328-8031
fax: 402/328-8162
matthewkirkland@virco.com

DESIGN BUILD

Siemens

David Raymond
13510 Discovery Drive
Omaha, NE 68137
402/827-4115
fax: 402/891-8175
david.Raymond@siemens.com
www.siemens.com

INSURANCE

Blue Cross/Blue Shield of Nebraska

1233 Lincoln Mall
Lincoln, NE 68508
402/458-4810
fax: 402/477-2952

Horace Mann Companies

Keith Jorgensen
617 W. Stolley Park Road
Grand Island, NE 68801
308/382-4795
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jorgenk1@notes.horacemann.com
www.horacemann.com

National Insurance Services

Steve Ott
9202 West Dodge Road,
Suite 302
Omaha, NE 68114
800/597-2341
fax: 402/592-1808
sott@nis-sif.com
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INVESTMENTS

Kirkpatrick Pettis

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10250 Regency Circle
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dan-kp.smith@kirkpatrickpettis.com

Nebraska Public Agency Investment Trust

Becky Ferguson
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Lincoln, NE 68501-2529
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www.npait.com

Nebraska School District Liquid Asset Fund Plus

Cliff Dale
7300 Old Post Road, #13
Lincoln, NE 68506
402/483-1678
fax: 402/483-1678
dalec@pfm.com

SCREENPRINTING/ EMBROIDERY

Design Wear, Inc.

Rick Poore
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Lincoln, NE 68521
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fax: 402/441-5550
rick@shirts101.com



NSASSP AWARDS DEAN TICKLE

(continued from page 1)

tions such as the National Association of Secondary School Principals, the National Middle School Association, the Nebraska Middle Level Academy and the Nebraska Council of School Administrators. Dean is a member of the Teammates Mentoring Executive Board and is the Unit Commissioner for the Cub Scouts in Lexington. Mr. Tickle has also been honored as the Region IV Middle School Principal of the Year in 2006 and as the Wal-Mart Teacher of

the Year in 1997. Dr. Richard Eisenhauer, Superintendent of the Lexington Public Schools, states: "I have been continually impressed with Mr. Tickle's people skills and ability to bring a diverse staff to common ground and goals. He is open and collaborative, yet not afraid to challenge and make decisions." "His leadership is evident, and simply stated, is making a huge difference for the benefit of students." Jason Sullivan, Reading/History Teacher, says: "I feel that Dean

Tickle's ability to build relationships with students and staff make him stand above others in his position. He cares about students so much that he makes sure the education provided for them is an outstanding one." Mr. Tickle will receive his award at the Nebraska State Association of Secondary School Principals conference in Kearney in December. 



Calendar of Events

MARCH

| | | | | |
|----|--------------------------|------------|--------------------------|---------|
| 8 | NSASSP Region I | 5:30 p.m. | Seward Country Club | Seward |
| 9 | School Wellness Workshop | 9:00 a.m. | Cornhusker Hotel | Lincoln |
| 14 | School Wellness Workshop | 9:00 a.m. | Holiday Inn | Kearney |
| 15 | NASA Region IV | 10:00 a.m. | ESU #10 | Kearney |
| 16 | NELI Think Tank | 7:30 a.m. | Gallup University | Omaha |
| 17 | NASES Region II | 8:30 a.m. | Ralston | Ralston |
| 27 | Paraeducators Conference | 8:30 a.m. | Holiday Inn | Kearney |
| 29 | NAESP Region V | 10:00 a.m. | Western NE Comm. College | Sidney |
| 29 | NSASSP Region V | 10:00 a.m. | Western NE Comm. College | Sidney |
| 29 | NASA Region III | 9:00 a.m. | Wayne State College | Wayne |
| 30 | NASES Region IV | 12:00 p.m. | ESU #10 | Kearney |
| 31 | NASES Region III | 12:00 p.m. | Sports Denn | Norfolk |

APRIL

| | | | | |
|-------|-------------------------------|------------|---------------------------------|--------------|
| 5 | NAESP Region I | 2:00 p.m. | Fillmore Central Elementary | Geneva |
| 5 | NSASSP Region II | 5:30 p.m. | UNO Alumni House | Omaha |
| 10 | Educational Office Personnel | 9:00 a.m. | Holiday Inn | Kearney |
| 12 | NASES Region I | 9:30 a.m. | Norris Public Schools-Board Rm. | Firth |
| 12 | NASA Region I | 4:00 p.m. | York Country Club | York |
| 13 | New Superintendent Workshop | 9:30 a.m. | NCSA | Lincoln |
| 18 | New Principals Workshop | 9:00 a.m. | NCSA | Lincoln |
| 19 | NSASSP Region IV | 1:30 p.m. | ESU #10 | Kearney |
| 19 | NCSA Executive Board | 8:30 a.m. | NCSA | Lincoln |
| 21 | NASES Region II | 8:30 a.m. | Gretna | Gretna |
| 24 | NSASSP Executive Board | 10:00 a.m. | Holiday Inn | Kearney |
| 25 | NAESP Region IV | 12:00 p.m. | Drew Heady's House | Hastings |
| 26-28 | NASES/NASBO Spring Conference | | Midtown Holiday Inn | Grand Island |
| 26 | NSASSP Region III | 5:00 p.m. | Eldorado Hills Country Club | Norfolk |
| 26 | NAESP Region III | 6:00 p.m. | Eldorado Hills Country Club | Norfolk |
| 26 | NAESP Region II | 5:30 p.m. | Henry Doorly Zoo | Omaha |
| 26 | NSASSP Region I | 5:30 p.m. | Evening with Friends | Milligan |

NATIONAL CONVENTIONS

- March 17-19, 2006 - NASSP National Convention - Reno, NV
- March 31 - April 4, 2006 - NAESP National Convention - San Antonio, TX
- April 6-9, 2006 - CASE/CEC National Convention - Salt Lake City, UT