

Summer, 2006

End of the Year Reflections

by Linda Wintz,
MASE President and
Director of Special Education,
River Bend Education District

I hope you have wrapped up a very successful school year and are taking some time to enjoy the summer sun. This is an excellent time to review the goals that you laid down at the beginning of the year and to take the time to revive your energy and establish your direction for the coming year. Your MASE board of directors does that same thing this time of year as we transition to the newly elected officers and area representatives.

Since the last newsletter was printed, MASE has been officially welcomed as a partner of the Alliance for Student Achievement. The Alliance has done much over its several years of existence to build consensus among their member organizations. They strive to develop messages to which all their members agree and work tirelessly to get that message out to the public in order to improve student achievement in Minnesota. They have united the efforts of their member organizations and have developed excellent materials that promote high-quality education in Minnesota. They have had an extremely positive effect on education policy and other educational issues in the

state. It is a privilege to be a part of this group and I would like to thank Deb Wall for agreeing to represent MASE in the Alliance. I would encourage all of you to attend the Educational Summit on September 22nd at the Minneapolis Convention Center and experience firsthand one of the products of this dynamic group.

This has been a busy year for your organization. Each of the representatives on the Board of Directors should be commended for their dedication to making this organization strong and vital. We have strengthened our relationship with MASA, as well as taken a more active role at the table with the Alliance for Student Achievement and with the Funding Study Work Group that is exploring the adequacy of education funding in the state of Minnesota. We have continued to refine our strategic plan. Daryl Miller and his committee have worked hard to clarify the roles and responsibilities within our organization to help us work most efficiently and effectively. We had a solid legislative platform this year that Don Schuld and Darren Kermes used to help lead us through the legislative session. Gary Lewis was instrumental in getting the MNSSELF Foundation off the ground and many of you have donated in some way or another to help that Foundation get a

start financially. Our website was improved this year and the membership directory posted on-line. All of our professional development activities that were offered were high-quality and successful thanks to Marlene Grindland, Renae Ouillette and their committee.



Linda Wintz

We are a truly remarkable organization of volunteers. We all have extremely busy jobs and try hard to balance our personal lives and careers, yet we each give what we can to our organization. All of you have helped to make MASE what it is today. I am proud to be a part of such a dedicated group of professionals. Thanks to each of you for the job you do each and every day, as well as the dedication you show to your organization and your fellow colleagues. It has been a pleasure to serve as your president during the past year. •

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The 2006 Legislative Session: Politics Is Politics

by Darren Kermes
Co-Chair, MASE Legislative Committee
and
Director of Special Services,
New Prague Area Schools
and

Don Schuld
MASE Past President;
Co-Chair MASE Legislative Committee
and Assistant Superintendent,
Stillwater Area Schools

From an education perspective it is difficult to put a positive spin on the 2006 Legislative Session, unless you adhere to the adage: no news is good news! Politics is politics and in an election year many politicians, though not all, were focused on not upsetting constituents at the potential expense of votes in November. Our platform and supporting documents received very positive feedback from a number of legislators but with the caveat that such legislation wouldn't get anywhere this year.

There's always next year! We are confident that members of the legislative committee and members of

the board have helped lay the foundation for substantive action in the 2007 Legislative Session. Two critical areas are funding and procedural requirements. If the state would be funding special education at the same percentage level provided in 2003, we could have hired the equivalent of 2,000 more teachers across the state in 2005-2006. That number will continue to grow if the dollars allocated and the funding formulas remain unchanged. MASE is collaborating with at least 12 other organizations on the Education Funding Study. Results of their findings and recommendations are expected this coming fall. IDEA 2004 provides procedural relief in a number of areas provided we can remove from state legislation some of the requirements that exceed IDEA. Hopefully the federal rules will be out soon to lend support to this effort.

An encouraging note this legislative session was the responsiveness by MDE to our feedback on their legislative proposals. When MASE and other organizations indicated that more dialog was needed on the potential impact of their proposed statute changes, they agreed to pull the contentious items from the bill. The ability to collaborate at a higher level than in recent years enhances our capability of serving our organization and students of Minnesota.

Equally encouraging was the manner in which MASE was able to continue to collaborate with both the Parent Advocacy Coalition and MASA. It is very important for MASE to work with both groups to ensure the needs of students with disabilities are met through the legislative process. We hope to maintain these positive relationships into the future! •

Make Plans to Attend ...

***Fall Leadership Conference:
“Lead: Mission,
Commitment, a New IDEA”***

**October 11 – 13 at
Arrowwood Resort, Alexandria**

***Share a presentation! A Call for Proposals is on
page 12-13 of this newsletter.***

- **Dynamic Keynotes**
- **Breakout sessions on pertinent topics**
- **Roundtable discussions**
- **Networking time with colleagues**
- **Wine tasting event and auction to benefit MNSELF.**

Registration materials will be coming at the end of summer. Watch your email! For questions regarding the conference, contact the MASE office at 651-645-6272 or members@mnasa.org.

IMPACT

Summer, 2006

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IMPACT is your newsletter and we encourage your input! If you have ideas or an article to share, please contact us at the MASE offices—651/645-6272 or email us at members@mnasa.org.

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Director of Student Services, Northfield Schools

Are You Moving?

Now is the time of year when many of our members are on the move! Help us keep track of you (and therefore keep your MASE benefits and services coming to you!). Just give Jeanna a call (651/645-6272), fax her a note (651/645-7518), or email her at members@mnasa.org and she will update your records.

Also ... If you know a colleague who is not yet a member, contact Jeanna and she will send membership information their way. Thanks!



Legacy Award

MASE supports members' leadership by shaping policies and practices that impact the quality of education for children and youth who have disabilities.

Background

An important focus of the work of Minnesota Administrators for Special Education (MASE) is the support of emerging educational leaders. The MASE Legacy Award recognizes a MASE member for his or her commitment to encouraging, developing, and mentoring leaders who reflect MASE's mission.

The Award

The award is presented annually at the MASE Fall Leadership Conference. Watch your email for nomination materials, coming in July!

MNSELF Is A Reality



Gary Lewis

by Gary Lewis
**President,
MNSELF and
Director of
Student
Services,
Northfield
Schools**

In the Spring of 2005, Don Schuld, then president of

MASE, filed documents with the State of Minnesota incorporating the Minnesota Special Education Leaders Foundation. Don asked that I serve as president of the newly founded corporation and gather a group of volunteers to serve as the initial Board of Directors.

In August, 2005, the MNSELF Board met for the first time. Nancy Johnson was elected vice president; Claudine Knoblauch secretary; Cecelia Dodge treasurer; and Bob Fischer, Earl Mergens and John Messelt as board members. Bylaws were adopted and we began the process of applying for tax-exempt status. On January 27, 2006, we received word from the Internal Revenue Service that we had been recognized as a tax-exempt, 501(c)(3) public charity.

The purpose of MNSELF is to gather monies to provide training to current and aspiring directors of special education and to other special education leaders. MNSELF will seek to fund projects such as:

- workshops to help individuals determine

if they wish to pursue a career as a special education administrator;

- training and mentorship for first-year directors of special education to help insure success in their new positions;
- training and support activities for veteran special education administrators so that they remain effective leaders; and
- training for other special education leaders, including MDE staff, parent advocates and others who provide leadership in educating Minnesota's children

and youth with disabilities.

Starting this Fall and on subsequent even-numbered years, proceeds from the silent and live auctions and the wine-tasting event at the Fall Directors' Conference will go to support MNSELF. On odd-numbered years, proceeds will continue to go toward the Benson/Stenswick Scholarship Fund.

The MNSELF Board looks forward to working closely with the MASE Professional Development Committee and others in sponsoring trainings and workshops in the future. •

Stenswick-Benson Scholarship Recipients Announced

Every other year (in odd-numbered years), the Stenswick-Benson Scholarship Auction at the Fall Leadership Conference raises money to help graduate students aspiring to the field of special education leadership, and scholarships are awarded annually.

In the 2005-2006 school year, many applications for the Stenswick-Benson scholarship were received and considered, resulting in six awards. Congratulations to this years' recipients:

Nicolas Falde, St. Paul
Nancy Kurtzman, Circle Pines
Karrie Ingebretson, Hutchinson
Amy VandenBerg, Burnsville
Amy Green, Buffalo
Monica Lewis, Rice

Contact Earl Mergens for more information on the Stenswick/Benson Scholarship at (218) 894-5462. •

MASE's Mission, Actions and Resources

by Daryl Miller,
**Strategic Planning Committee
Chair;**
**2006-07 MASE President-Elect
and Director of Special
Services,**
Robbinsdale Area Schools

The Strategic Planning committee has continued to study the organization, its purpose, its structure, its services, and its relationship with other organizations and agencies. The Committee has looked at the alignment of our mission, actions and resources.

New MASE By-Laws were presented for a vote of the membership and approved at the annual MASE business meeting October 14, 2005. The by-law changes added standing committees that will share in the meaningful work of the organization. Operational procedures including accountability and performance standards for the officers, Board members, and committee chairs

have been created, reviewed, and revised as needed to ensure efficient and effective use of members' time and organization resources. Standing committees now include: Nominations, Legislative, Professional Development, Communication, Membership, and Strategic Planning. In addition, ad hoc committees will address specific issues identified by the membership as approved by the MASE Board.

The MASE Board of Directors will continue to need the support and assistance of the broader membership through committees and work groups. The adopted operational procedures and accountability and performance standards will provide additional clarity for the work of officers, Board members, and committees and a tool for measuring success. Opportunities for participation of members in the work of MASE through the Board and

committees will be more clearly articulated through the organization's operational procedures. Providing more opportunities for participation in Board governance as a director or officer, professional development activities, ad hoc committees, and standing committees supports the organizational mission to promote professional leadership.

The Board has taken additional steps to ensure the health of the organization by promoting an active membership that will be involved the development of strategies for advocacy, member leadership, communication, governance, oversight and development of organizational relationships. As a healthy organization, MASE can be clearer about the relationship it has with other organizations and agencies and the opportunities to influence the development of public policy and legislation that affects the leadership work of the membership. Through the use of the organizational procedures and accountability and performance standards, the Board will attempt to measure the health and effectiveness of the organization. •

What's So Special About Special Education ... ?

- Learning Disabilities are 52% of all disabilities classified under special education. (Source: US Dept. of Ed.)
- An estimated 85% of all children with learning disabilities have problems in reading. (Source: NICHD)
- The dropout rate for students with learning disabilities approaches 50% while the national dropout rate is 27%. (Source: National Center for Education Outcomes)
- While reading disorders occur equally in boys and girls, boys are three times more likely to be identified learning disabled and labeled for special education. (Source: Shaywitz, Yale University)
- 74% of 3rd grade boys and girls with reading disorders, even if they are diagnosed and treated, are found to still have reading disorders in 9th grade. (Source: Shaywitz, Yale University)

***MASE supports
members' leadership
by shaping policies
and practices that
impact the quality of
education for children
and youth who have
disabilities.***

***— mission approved by the
MASE Board of Directors,
May 29, 2003***

Penciling In Professional Development Opportunities

by **Marlene Grindland**,
**MASE Professional Development
Committee Co-Chair and
Assistant Director of Special
Education**
Benton-Stearns Education District

and

Renaë Ouillette
**MASE Professional Development
Committee Co-Chair and
Director of Special Education**
Lakeville Schools

It is the end of another school year and as the teachers and students go home for a much needed break, we directors are still here finishing budgets and staffing, desperately seeking staff for open positions and gearing up for fall 2006! In the midst of the chaos, take a few minutes to pencil in some much needed professional development for yourself.

As always, MASE is offering some excellent opportunities for learning and networking. Our Summer Institute at

Sugar Lake Lodge in Grand Rapids, MN is scheduled for August 2-4, 2006. This is always a great opportunity to hear about the latest legal developments in special education and to take in a little R&R before the staff and students return.

In October, the Fall Leadership Conference will be held on the 10-13th at our new location, Arrowwood Resort in Alexandria, MN. It is a beautiful facility and sure to please even the most finicky traveler! We promise great keynotes, excellent breakouts and good weather (well, two out of three, anyway).

The professional development chairs want to thank all of the MASE members who volunteered their time this year to make our professional development activities a success. It takes a lot of

organization and support to create a quality conference or training and we appreciate the help. Special kudos to Chris McHugh for chairing the summer institute in 2005, Carol Beckerleg for setting up the new directors trainings, and Duane Borgeson for chairing the Best Practices Conference. We also want to recognize Mia Urick and the staff at the MASA/MASE office for all of their help and support. Without them, we wouldn't get anything off the ground!

If you are interested in any of the handouts and presentations from previous conferences, go to the MASE archive at <http://www.mnase.org/Calendar/archive.htm>

We wish you all a wonderful summer! See you in August. •

Consider Joining Your National Associations

As you consider your membership options for next year, we encourage you to join (or renew your membership with) the Council for Exceptional Children (CEC) and their special education leadership subdivision, Council of Administrators of Special Education (CASE).

While MASE provides you with an essential network of statewide benefits and support, CEC and CASE offer a dynamic **national** base of member services.

In addition to their member benefits, CEC and CASE provide a significant political platform for our professional community. CEC and CASE can influence state and national legislators by helping lawmakers understand the important issues facing special education. CEC and CASE need your support to continue the momentum on behalf of children with disabilities and their

families.

The best way to obtain information about CEC and CASE is to visit their web sites:

(CEC) <http://www.cec.sped.org>
(CASE) <http://www.casecec.org>

CEC and CASE memberships are obtained directly from CEC.

CEC/CASE has an online application. You can renew or join by completing the online form, use a credit card, and you're all set. The address is: http://www.cec.sped.org/mb/new_members.html

If you prefer to use a paper copy and pay with a check, you simply print the online form, fill it out, and mail it to CEC. See their "other

ways to join" page at: <http://www.cec.sped.org/mb/otherwaystojoin.html>

Regardless of how you join, it is so important that you do. Your state *and national* organizations are here to be the link that drives important change and your active participation and leadership keep the organizations dynamic and strong. In turn, your associations provide you with a wide variety of benefits such as quality conferences, informative publications, and state and national legislative advocacy.

Thank you for considering this important opportunity. •

Time to Celebrate! Nan Records is CASE Outstanding Administrator of Special Education

Nan Records, Director of Special Education for the Sherburne - North Wright Cooperative, received the Council of Administrators of Special Education (CASE) 2006 Outstanding Administrator Award on April 6 at the national conference of the Council for Exceptional Children in Salt Lake City. The national award recognizes individuals making significant professional contributions to leadership and field practice in the administration of programs for students with disabilities and/or who are gifted.

MASE nominated Nan for the award after she received the 2005 MASE Distinguished Service Award. Her nomination reads in part:

"Nan demonstrates a passion for and an ongoing commitment to children and youth with

disabilities and to the professionals who serve them. Nan continually evaluates the programs and services that she oversees and willingly shares her new ideas and innovations with her colleagues at the local, state and national level."

"Not only has Nan been very involved in MASE, but she is also an active member in the Council of Exceptional Children (CEC), the Minnesota Association of School Administrators (MASA), and The Association of Severely Handicapped (TASH). She has served on various committees and held a number of offices, including being a dynamic member of the Region 5 and 7 Directors of Special Education Committee, Area Representative on the MASE Board of Directors, and Chair of the MASE Executive Development Committee for several consecutive terms. The growth during her tenure was

phenomenal and the legacy is clear with MASE now having four major conference activities a year. She is currently very involved as the Co-Chair of the ad hoc committee for interpreters' issues. On the international/national level, Nan has served as the MASE member on the Council of Administrators of Special Education, Inc. Board of Directors and is currently serving as the Professional Development chair, responsible for 3 international conferences each year."

"Nan is also very dedicated to her two children and to her community. Few can be around her without being positively affected by her dedication, energy, competence, attention to detail, and certainly her delightful sense of humor!"

Congratulations to Nan for this well-deserved recognition. Minnesota now boasts the distinction of having two national Outstanding Administrators. Bob Fischer received the award in 2002. •

Nancy Johnson is Leader of Excellence for Special Education

Nancy Johnson, Director of Special Education for the Fergus Falls Special Education Cooperative, has been named the MASE 2006 Leader of Excellence for Special Education. Nancy was honored for her concern for students with disabilities and their families, and her active involvement in professional and community affairs, at the 2006 MASE/MASA Spring Conference.

Nancy began her career in special education in a private school in Fargo, North Dakota, working with students who had learning disabilities. In the early 1970's, before federal law mandated services for students with disabilities, Nancy was a

special education teacher for all grades and disabilities for the K-12 public school in Underwood, Minnesota. After a number of years in the classroom, she became a middle school principal and then an elementary school principal in Redwood Falls, Minnesota. Nine years ago, she moved to her current position in Fergus Falls.

When asked what she considers to be her most significant career achievements, Nancy replied, "I think my most significant achievement is to have made the switch from teaching youth to teaching adults. I enjoy working with adults now in my role as an administrator just like

I enjoyed youth of all ages from preschool to seniors in high school. It is great to still be involved with youth because they really help a person remain young, optimistic, and positive about the future. I am thankful for all the wonderful people in my life, now and in the past, who have taught me and encouraged me."

Nancy attended Fergus Falls Community College; the University of Minnesota, Twin Cities; Moorhead State University; and Tri-College University in Moorhead, where her studies led to elementary and special education degrees and graduate certification and administrative licensure for K-12 principal, superintendent, and special education director.

Congratulations, Nancy!

Board of School Administrators Considers Rule Changes

By Bruce Kramer
Ex Officio Board Member
MBSA and
Associate Professor and Chair,
Department of Leadership Policy and
Administration,
University of St. Thomas

Below is a document entitled **Core Leadership Competencies for all Minnesota Administrative Licenses**. A brief explanation of the document follows in a question answer format.

In August of 2005, the Minnesota Board of School Administrators charged two different working groups to begin the process of rule revision. This charge was made due to numerous inconsistencies within the rule as it currently reads. The working groups were representative of the higher education institutions in Minnesota and the professional associations—MASA, MESPA, MASSP, MASE, and Community Education. Group 1, chaired by Jean Haar of Minnesota State Mankato was charged to clean up language problems in the current rule as a way of clarifying the meaning without changing the intent. That group has completed its work, and revisions are now with the State Revisor's Office.

Group 2, chaired by myself, was charged with examining the competencies. The document that is below is the result of Group 2's work. This document requires some explanation, and that is the purpose of this article. Please note that it is truly a first draft, that it is meant to be the core of a redesign of the competencies across all four administrative licensures (K-12 Principal, Community Education, Special Education, Superintendent), and that it is being distributed for the purpose of gathering feedback and information. Below are some questions and answers meant to give you a better context for these draft core competencies.

Why does this say Core Leadership Competencies? The working group decided to assume that there were competencies that spanned across all four licensure areas, and there were competencies that were exclusive to one or more licenses. The **core** is the set of competencies that spans across all areas. Therefore, no matter what licensure area the candidate is working in, these

competencies would have to be met. Once the core is established, there will be a set of licensure specific competencies that will be developed.

Who was on the committee?

The committee was a representative group from the professional associations and higher education institutions. It included:

Beth Borgen—MASSP
Jim Hoogheim—MESPA
Jim Busta—MASA
Claudine Knoblauch—MASE
Jim Petersen—Hamline University
Dennis Van Berkum—Tri-Colleges
Ann Werner—University of Minnesota
Bruce Kramer—ex officio, University of St. Thomas
Shawn Hoffman Bram (Kasianov)—MCEA

What will happen next? The committee will take all feedback and seek to establish common positive and negative themes about the core. From there, we will decide whether to continue along this line of core and licensure specific-competencies or to begin again.

When will these become rule?

The legislature granted the Board full rule writing authority in the last session. That authority expires in June of 2007. We must complete our work before that time. Currently the Board has expedited rule-writing authority that allows it to do the rule cleanup accomplished by Group 1, described above. The revision of the competencies requires full authority in order for the Board to adopt them as rule.

How can I give my feedback?

You may contact the Board Executive Director directly. His email address is mboehlke@msbsa.org and his telephone number is 651-999-7389. You may also contact me.

My email address is bhkramer@stthomas.edu and my phone is 651-962-4894.

The Board of School Administrators encourages you to share this with your colleagues, to talk about it, and to give feedback on how we can improve it. We would like to reiterate that nothing has been decided, except to put together this document for your perusal and feedback. Thank you for your time and attention.

Core Leadership Competencies for all Minnesota Administrative Licenses [DRAFT]

Subp. 1. Leadership

- A. demonstrate collaborative leadership by developing vision, culture, and climate;
- B. provide purpose and direction for individuals and groups;
- C. demonstrate an understanding of issues affecting education;
- D. formulate strategic plans and goals with staff and community;
- E. set priorities in the context of community, student, and staff needs;
- F. serve as a spokesperson for the welfare of all learners in a multicultural context; and
- G. demonstrate, facilitate, and lead change or educational reform.

Subp. 2. Policy, Political Influence, and Governance

- A. exhibit an understanding of school districts as political systems;
 - B. develop, adjust, and implement policy to meet local state and federal requirements and constitutional provisions, standards, and regulatory applications;
 - C. recognize standards of care involving civil and criminal
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liability for negligence, harassment, and intentional torts;

- D. recognize and apply standards involving civil and criminal liabilities;
- E. demonstrate an understanding of state and federal laws governing general education special education; and community education;
- F. involve community, families and parents in the development of educational policy;
- G. understand the role and coordination of social agencies and human services; and
- H. align constituencies in support of priorities and build coalitions for programmatic and financial support.

Subp 3. Communication

- A. identify, track, deal with issues, formulate and carry out plans for internal and external communications;
- B. demonstrate facilitation skills;
- C. recognize and apply an understanding of behavioral styles and how they interact in normal and stressful situations;
- D. facilitate teamwork;
- E. understand the concerns of others;
- F. adapt to audiences and make educational issues clear to parents and the public;
- G. work with others in stressful situations or in conflict;
- H. make presentations that are clear and easy to understand;
- I. respond, review, and summarize information for groups;
- J. write appropriately for different audiences such as students, teachers and parents;
- K. prepare memoranda, letters, reports, and other job-specific documents; and

- L. understand and utilize appropriate communication technology.

Subp. 4. Community relations

- A. articulate organizational purpose and priorities to the community and media;
- B. request and respond to community feedback;
- C. build community consensus;
- D. relate political initiatives to children and families, including parental involvement programs;
- E. interact with internal and external publics;
- F. understand and respond to the news media;
- G. manage school reputations by promoting a positive image; and
- H. manage perceptions about school-community issues.

Subp. 5. Diversity leadership

- A. demonstrate an understanding and recognition of the significance of diversity, including but not limited to race, class, gender, disability, sexual orientation, age, and religion in human interaction;
- B. successfully respond to the challenges of diversity experiences for learners;
- C. successfully respond to diverse learners;
- D. promote students' sensitivity to diversity; and
- E. adapt educational programming to the needs of diverse constituencies.

Subp. 6. Organizational management

- A. demonstrate an understanding of organizational systems;
- B. define processes for gathering, analyzing, managing and using data for decision making and program evaluation;
- C. plan and make decisions;
- D. plan and schedule personal and organizational work, establish procedures to

regulate activities and projects, and delegate and empower others at appropriate levels;

- E. secure and allocate staffing;
- F. secure and allocate material resources;
- G. develop and manage budget and maintain accurate fiscal records;
- H. develop, plan and manage facilities; and
- I. understand and use technology as a management tool.

Subp. 7. Curriculum planning and development for the success of all learners

- A. enhance teaching and learning through curriculum assessment and strategic planning for all learners—pre-K, elementary, middle, high school and adult levels;
- B. provide planning and methods to anticipate trends, and their educational implications;
- C. align and sequence curriculum and validate curricular procedures;
- D. identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes;
- E. appropriately use learning technologies;
- F. understand alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications.

Subp. 8. Instructional management for the success of all learners

- A. understand research findings for learning and instructional strategies, time, technology and resources;
- B. describe and apply research and best practices on integrating curriculum and resources to help all learners achieve at high levels;
- C. utilize data for instructional decision making;
- D. design appropriate assessment strategies for measuring learner outcomes;
- E. implement alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications;
- F. appropriately use information technology to support instruction; and
- G. apply State and federal laws governing general education, special

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CASE Annual Meeting Report Using the Bob Terry Mirror



Claudine Knoblauch

by Claudine Knoblauch, MASE's Liaison to CASE and Director of Special Education Services, Designs for Learning

Recently sorting through folders desperately searching for my CEU file, I came across an article written in 2003 by Dr. Robert Terry entitled *Leadership: Reflections and Learnings*. In authentic Bob Terry style this article presented professional observations, personal opinions, based in personal experience and professional research, embedded with thought provoking questions. The concepts Bob presented in the piece were:

- Personal, professional and organizational realities linked to leadership inquiry, action and development
- Use of the Consciousness Competence Frame
- Core vs Shared Values
- Change and Stability
- Mission Statements or Identify Clarity Statements
- Core Competencies-a standard of perfection is implied and imposed
- Best Practice-knowing what to do and when it is appropriate

- Vision Statements-build a vision picture that captures the imagination and inspires action
- Language-insight into what is really going on
- Coaching and Mentoring
- Team and Group Building
- Beyond Spirituality in the Work Place
- Leadership Education-working inside the organization

As I review my notes and multicolored handouts from the Annual CASE Membership/ Board Meeting convened in April during the National CEC Convention, I see connections to Bob Terry's wisdom and inquiry.

CASE is a relatively healthy and vibrant organization. Each committee chair submitted an annual report, the executive director summarized her activities for the year, and the president's report covered the *Design for the Future* document. This committee and the Board of Directors have a future focused vision: to improve CASE, and the benefits to the members, experience genuine impact on future legislation and regulation, and maintain the integrity of what is working well for special education leaders and the communities they serve. The challenge will be the ability to inspire imagination and action. The CASE publications *Journal of Special Education*

Leadership, In-CASE Newsletter, and the weekly *CASE Update* emails, are grounded in research-based information, legislative updates, timely announcements and shared professional practices. As of February, 2006 membership is at 4,661. The budget is tight, and there are plans to continue to increase revenue so that services can be maintained and increased. CASE promotes personal, professional and organizational realities linked to action and development. Best practice, analysis of current trends and response to real challenges are the undergrid for the professional development trainings, conscious competence often woven into the trainings.

Although the annual meeting is at times routine and mundane there is need and value within an organization for stability and ritual. It seems necessary to take an annual inventory of the shared and core values of CASE and MASE. In Bob Terry's mirror it would be expected to probe, and to question, "Do CASE and MASE provide leadership from within, with a shared leadership framework, 360 feedback, live cases and on-going support to their members? Or is there need to assess and share leadership, to challenge, to change?" And in true Bob Terry response the answer to both questions is always "Yes." •

Rule Changes ... Continued from Page 9

education, and community education.

Subp 9. Human resource management

- A. select appropriate models of personnel procurement;
- B. utilize a staff development system to improve the performance of all staff members;
- C. select appropriate models for supervision and evaluation;
- D. describe and apply the legal requirements for personnel selection, development, retention, and dismissal;
- E. act in accordance with federal and state constitutional provisions, statutory law and regulatory applications governing education;
- F. act in accordance with local rules, procedures and directives;
- G. understand labor relations and collective bargaining; and
- H. understand, apply and administer employee contracts, benefits, and financial accounts.

Subp. 10. Values and ethics of leadership.

- A. understand the role of education in a democratic society;
- B. understand and model democratic value systems, ethics, and moral leadership;
- C. balance complex community demands in the best interest of the learner; and
- D. help learners grow and develop as caring, informed citizens.

Subpart 11. Judgment and Problem analysis

- A. identify the elements of a problem situation by analyzing relevant information, frame issues, identify possible causes, and reframe possible solutions;
- B. demonstrate adaptability and conceptual flexibility;
- C. assist others in forming opinions about problems and issues;
- D. reach logical conclusions by making quality, timely decisions based on the available information;
- E. give priority to significant issues; and

- F. understand and utilize appropriate technology in problem analysis.

Subpart 12. Safety and Security

- A. develop and implement policies and procedures for safe and secure educational environments;
- B. formulate a safety and security plan to implement security procedures including an articulated emergency chain of command, safety procedures required by law, law enforcement assistance, communication with the public, and evacuation procedures;
- C. identify areas of vulnerability associated with school buses, buildings and grounds and formulate a plan to take corrective action;
- D. identify procedural predictabilities and plan variations where possible;
- E. demonstrate an understanding and create a plan to implement assessment and implementation procedures associated with connecting every student with a school adult;
- F. demonstrate an understanding of the negative impact of bullying and profiling; and
- G. formulate a plan to implement recommended threat assessment procedures. •



Plan to attend the sixth annual

MASE Summer Institute

Wednesday Evening - Friday Noon, August 2 - 4, 2006
Ruttger's Sugar Lake Lodge, Grand Rapids

Lodging:

Please make your reservations directly with Ruttger's. For more information about Ruttger's Sugar Lake Lodge or for reservations, please call **1-800-450-4555** or visit their website at www.sugarlakelodge.com. You may want to consider getting a group of friends together to stay in a townhome or cottage. For the best selection of accommodations, we encourage you to arrange your lodging early.

Preliminary Program

Wednesday Evening

- ~ Casual reception honoring new directors

Thursday

- ~ Keynote speaker Michelle Shinn, Principal, Lake Forest (IL) Schools "RTI from a General Ed Perspective"
- ~ 6th Annual MASE Conversation
Small group conversation focusing on RTI and the areas of: Leadership and Policy • Professional Development • RTI Implementation (Participants will receive the 2006 NASDSE book, *Response to Intervention: Policy Considerations and Implementation.*)

Friday Morning

- ~ Legal Panel featuring:
Paul Ratwik, Tim Palmatier, Sue Torgerson, Laura Tubbs Booth, and Peter Martin
- ~ "Current Topics in Special Education" with
Barbara Troolin, State Director of Special Education Policy and
Nancy Larson, Supervisor, Special Education Policy, MDE

Registration materials will be emailed to all MASE members and will be available on the MASE web site (www.mnase.org).

**See you
at Ruttger's!**



Minnesota Administrators for Special Education
presents the

2006 MASE Fall Leadership Conference

October 11-13, 2006
Arrowwood Conference Center,
Alexandria, MN

Call for Program Proposals

Wednesday, October 11
 10 am - 2 pm MASE Board Meeting
 8:30 am - 3 pm MASE New Directors' Training
 3:30 - 5 pm Open Meeting - '07 Legislative Initiatives
 4:30 - 5:30 pm Registration Open
 5:30 - 6:30 pm Dinner
 6:30 - 8 pm Speaker & Introductions of New Directors
 8 - 10 pm Wine Tasting Benefit

Thursday, October 12
 7:30 - 8:30 am Breakfast
 8 Registration Open
 8:30 - 10:15 am Welcome and Keynote
 10:15 - 10:30 am Break
10:30 - 11:45 am Breakout Sessions
 11:45 - 12:30 pm Lunch
 12:30 - 1:30 pm Annual Meeting & Award Presentation
 1:30 - 1:45 pm Break
1:45 - 3 pm Breakout Sessions
 3 - 3:15 pm Break
 3:15 - 4 pm Speaker
 4 - 6 pm Free Time
 6 - 7 pm Social
 7 - 9 Dinner/Auction

Friday, October 13
 7:30 - 8:30 am Breakfast
 8 am Registration Open
 8:30 - 9:30 am Legal Session I
 9:30 - 9:45 am Break
 9:45 - 10:45 am Legal Session II
 10:45 - 11 am Break
 11 am - 12:30 pm MDE Time
 12:30 pm Lunch and Farewell

**Share this
form with a
colleague!**

The 2006 MASE Fall Leadership Conference Committee invites you to submit a presentation idea for this year's conference, October 11-13 at Arrowwood Conference Center in Alexandria. We are looking for presentations one hour and fifteen minutes in length which will be scheduled at either 10:30 am or 1:45 pm on Thursday, October 12. Please feel free to submit any proposed topic you feel would interest special education leaders.

Please include all information requested below and return your proposal to the MASE office **by Friday, July 21**. Send proposals to:

MASE • 1884 Como Avenue • St. Paul, MN 55108 • Fax: (651) 645-7518 • Email: members@mnasa.org

The conference committee will meet shortly after the submission deadline and you will be notified whether or not your presentation was selected.

If you have any questions, please contact the MASE office (651-645-6272 or members@mnasa.org). For updated conference information, please visit www.mnase.org.

Please type or print legibly—thanks! (All information is required before we can consider your proposal.)

Session Title: _____

Session Description (please limit to 50 words): _____

Audio/Visual Needs:

_____ Overhead projector with screen _____ Slide Projector with screen _____ Flipchart with markers
_____ TV/VCR _____ Other: _____

Due to prohibitive cost, we do not rent LCD projectors and we only have a very limited number of projectors available. (Requests are honored in the order they are received.) If you need a projector, it would be very helpful if you could arrange to bring one with you. Please do not assume a projector is available for you until you receive confirmation.

Additional Needs/Requests:

Presenter Information (main contact person):

1. Name: _____ Title: _____

Organization: _____

Address: _____

Phone: _____ Email: _____

Please provide a short introduction for this person that our session facilitator may use to present the speaker:

Additional Presenter Information (copy this sheet if additional space is needed):

2. Name: _____ Title: _____

Organization: _____

Address: _____

Phone: _____ Email: _____

Please provide a short introduction for this person that our session facilitator may use to present the speaker:

3. Name: _____ Title: _____

Organization: _____

Address: _____

Phone: _____ Email: _____

Please provide a short introduction for this person that our session facilitator may use to present the speaker:

Presenter Registration:

Presenters may attend the conference without cost on the day of their presentation only. Presenters attending the entire conference must register and pay the entire conference fee. MDE *presenters* may attend the entire conference without cost, except for meals and lodging.

Thanks ... and don't forget to mark your calendar for October 11 - 13!

MASE Calendar

2006

Monday - Tuesday, July 3 - 4
Independence Day Holiday

Sunday - Tuesday, July 9 - 11
4th Annual CASE Leadership Seminar
Arlington, Virginia

Wednesday, August 2
MASE Board of Directors Meeting
Ruttger's, Grand Rapids
2 - 5 pm (Dinner Follows)

Wednesday - Friday, August 2 - 4
MASE Summer Institute
Ruttger's, Grand Rapids
(Wednesday evening - Friday noon)

Tuesday, August 15
Newsletter Submissions Due

Monday, September 4
Labor Day Holiday

Friday, September 22
Alliance for Student Achievement
Minneapolis Convention Center, Minneapolis

Sunday - Tuesday, October 1 - 3
MASA Fall Conference
Madden's, Brainerd

Wednesday, October 11
MASE Board of Directors Meeting
Arrowwood, Alexandria
10 am - 2 pm

Wednesday - Friday, October 11 - 13
MASE Fall Directors Conference
Arrowwood, Alexandria

Friday - Saturday, November 10 - 11
17th Annual CASE Conference
Savannah, Georgia

Sunday - Tuesday, November 12 - 14
NASDSE Conference
Williamsburg, Virginia

Thursday - Friday, November 23 - 24
Thanksgiving Holiday
MASE Offices Closed

Thursday, December 14
MASE Board of Directors Meeting
MASE Office, St. Paul
10 am - 2 pm

Monday, December 25, Tuesday, December 26 and
Monday, January 1
Winter Holidays

2007

Wednesday - Friday, February 21-23
MNCEC Spring Conference
Sheraton Bloomington Hotel

Friday, March 9
Newsletter Submissions Due

Wednesday, March 14
MASE Board of Directors Meeting
Sheraton Bloomington Hotel
11 am - 3 pm

Thursday - Friday, March 15 - 16
MASE/MASA Spring Conference
Sheraton Bloomington Hotel

Friday, April 6
Spring Holiday

Wednesday - Saturday, April 18 - 21
CEC Annual Convention
Louisville, Kentucky

Wednesday - Friday, May 9 - 11 (*TENTATIVE*)
MASE Best Practices Conference
Location TBD
(Wednesday dinner - Friday lunch)

Tuesday, May 15
Newsletter Submissions Due

Monday, May 28
Memorial Day Holiday

Thursday - Friday, June 7 - 8
MASE Board of Directors Retreat
Location TBD
Thursday: 12 noon (lunch) and 1- 4 pm meeting
Friday: 9 am - 12 noon and 12 noon (lunch)

Have you renewed your membership?

Membership materials have been mailed. For more information or additional membership materials, contact Jeanna at the MASE office-- 651/645-6272 or members@mnasa.org.

- ✓ Quality Conferences
- ✓ Network of Your Colleagues
- ✓ Skill Development Workshops
- ✓ Publications
- ✓ State and National Legislative Advocacy
- ✓ Opportunity to Influence Change
- ✓ Statewide Professional Resources