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An Encounter at the Phoenix Airport Hilton Changed My Life

Frances Ann Kayona graduated in 1986 with a Bachelor's degree in Sociocultural Anthropology from Arizona State University. She also studied Mandarin Chinese and spent the next several years after graduation traveling to the People's Republic of China where she lived for a while and taught middle school. After returning home and while working at the registration desk of the Phoenix Airport Hilton, she met a professor from Iowa State University (ISU) who was instrumental in changing the course of her life.

He offered her a job as project manager of a research center at ISU called the School Improvement Model Projects (SIM). The SIM center specialized in developing K-12 standards-based curricula and criterion-referenced assessments in partnership with school districts nationwide. In addition, the SIM center also assisted

school districts in renewing or developing performance appraisal system for certified, support/classified staff and administrators. This included developing evaluation instruments, operational procedures, and handbooks. Despite initial reservations about entering a field in which she had no previous experience, she found the opportunity and offer hard to refuse.

Ultimately, she decided to set aside her academic interest in socio-cultural anthropology and archeology and transitioned into life as an educational researcher. She eventually completed a master's degree and a Ph.D. in Educational Administration earning research distinction awards for her thesis and dissertation work. She spent eight years at ISU including two years as a post-doctoral research fellow working as Assistant Director of SIM.

Since 2001, Dr. Kayona has served as an associate professor in the Department of Educational Leadership and Higher Education at St. Cloud State University.

Dr. Kayona's research interests entail using a total systems approach to school improvement, created by Drs. Richard Manatt and Shirley Stow of ISU. The SIM model has been the gold standard for improving the professional practice of teachers and administrators while improving student achievement. This model of school improvement provides the necessary linkage between effective supervision practices and improved student learning by simultaneously focusing on renewing performance appraisal while developing the curriculum and district assessments. The quality control element of a well-managed instructional program is the alignment between the written, taught, and tested curriculum – "a tried and true strategy for raising student achievement" she declares.

Dr. Kayona admits she has no regrets leaving the world of "bones and stones" behind to pursue a career in educational administration. ISU prepared her to be an excellent researcher and professor. Though never a practitioner, she considers herself to be a lifelong student and scholar of educational administration. "I am so thankful that I was wise enough to embrace the opportunity presented to me those many years ago. I will be forever grateful to Dr. Manatt for coming up to me that fateful day at the Phoenix Airport Hilton and asking me if I would consider attending graduate school at ISU. He changed my life by providing me with an actual career."



Spring 2012 Graduation Dissertation Deadlines

Final Defense
March 16, 2012

Submit for Format Review
April 6, 2012

Final Formatting and Binding
May 4, 2012

Graduation
May 5, 2012

Fall 2012 Graduation Dissertation Deadlines

Final Defense
November 2, 2012

Submit for Format Review
November 16, 2012

Final Formatting and Binding
December 20, 2012

Graduation
December 22, 2012

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CONFERENCE PARTICIPATION

FACULTY UPDATES

National Association of Elementary School Principals (NAESP) Conference

Sheila Eller (M.S.) and Dr. John Eller facilitated two workshops at the National Association of Elementary School Principals (NAESP) Conference on Friday, March 22, 2012, and Saturday, March 23, 2012, in the Convention Center, Seattle.

The first workshop focused on the strategies for successfully transforming the performance of marginal or deficient teachers including improving readiness skills, labeling ineffectiveness, conducting difficult conversations, documenting performance concerns, and staying emotionally sound while addressing these teachers and their issues. At the end of the workshop, the participants learned skills they could immediately use to help teachers improve their performance or set the stage for potential termination.

In the second workshop, the facilitators focused on strategies for implementing school change and working successfully with resistance to change. Change may encounter in its implementation negativity and resistance that slows or stalls progress. The typical response is to 'get tough' or 'clean house'. The participants learned some strategies that went beyond these responses and could be immediately implemented successfully at their workplaces.

For more information on the conference, please visit the NAESP official webpage www.naesp.org.

Dr. Janine D. Dahms-Walker

She returns from her sabbatical in summer 2012 to teach the following courses in Educational Administration and Leadership:

- Teaching and Learning
- Introduction to Educational Administration
- Portfolio Review
- Legal Aspects of Educational Administration
- Field Experience: Director of Special Education
- IEP Facilitator Training

Dr. John Eller

Dr. John Eller in cooperation with Minnesota Association of School Administrators (MASA) is conducting a research project on the state of superintendency in Minnesota. The research data were gathered using an electronic survey questionnaire (SurveyMonkey) in mid-February 2012 through early March 2012. The research is designed to investigate a range of critical issues about the superintendency in Minnesota. The research findings will be made available in the fall 2012 newsletter edition. For more information, please contact Dr. John Eller at jfeller@stcloudstate.edu.

Dr. Frances Kayona

Dr. Kayona will be on sabbatical for 2012-2013 academic year. She will be researching systems of performance appraisal.

Her goal is to create a hybrid system of supervision that is designed to support multiple models including the traditional clinical supervision model with the effectiveness and value-added expectations that are new to our professional practice.

Continued Learning Essential for Professors in Educational Administration and Leadership (EDAD)

"Just as is the case with K-12 school district teachers and administrators, participation in high quality regional and national workshops or conferences is essential for university professional staff members," asserted EDAD Associate Professor Roger Worner upon returning from the National Association for Developmental Education (NADE), which took place in Orlando, Florida on February 22-25, 2012. "We need to expand our knowledge base if we are to serve our students in this highly complex business of education."

The NADE is primarily focused on improving the delivery of college and university programming to students facing learning challenges that may relate to prior academic preparation, cultural differences, English proficiency skills, and others. St. Cloud State University and the EDAD Department are committed to expanded recruitment of international students and broadening all of our students' perspectives of education beyond the borders of the United States. "If I am going to 'talk the talk', I'd better learn to 'walk the walk'."

"Staff development opportunities, provided by St. Cloud State University, are certainly valuable to my colleagues and me. I can tell you these conferences made me aware of how much I have to adapt to changing times and conditions. These are exciting times!"

A Study of Secondary School Principal Job Satisfaction in Minnesota

Julie Swaggert



The purpose of my study was to assess the reported level of job satisfaction of Minnesota Secondary school principals. The results of this study were compared to an earlier study conducted by Dr. Nicholas Miller (1985) to determine if the level of job satisfaction has changed since 1985 and how job satisfaction influences the principalship. Background variables of the study compared to Millers (1985) study, which include age, gender, compensation, years as a principal, tenure, school size, level of education and number of assistant principals. The current (2011) study examined the effect additional variables of school type and location, free and reduced lunch numbers, AYP status, AYP sanctions, time spent on parent concerns and time spent working with teachers have on Minnesota secondary principal job satisfaction.

Data from 220 Minnesota Secondary School principals were analyzed to determine a more clearly defined picture of the state of the principalship in 2011. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire (MSQ), and results were compared to job satisfaction scores for principals in the 1985 study. Using analysis of variance calculations, background variables and job satisfaction scores were analyzed to determine statistically significant relationships.

Although the role of the principal has changed over the past three decades and is more complex, accountability driven and instructional leadership focused (Hanes, 2007; Markley, 2008), the study found secondary principals in Minnesota were more satisfied with their jobs in 2011 than they were in 1985. In the 2011 study, principals were older, more educated, were represented by more females, made more money, worked in larger schools and had no more assistant principal help than in 1985. Principals also reported less years of administrative experience and had less tenure in their current position than did their 1985 study counterparts. The AYP status of a principal's school made no difference in principal job satisfaction even though many schools and principals face accountability sanctions. Principals who reported spending the most time working with teachers were the most satisfied. The time spent working with parents did not affect principal job satisfaction.

The study of principal job satisfaction is important because the pressure of satisfied leaders of organizations (like schools) lead to overall organizational success and growth (Friedman, Friedman and Markov, 2008). Promoting high levels of principal job satisfaction is one way to keep improving schools. For more information on this topic, please contact Mrs. Swaggert at swju0901@stcloudstate.edu.

References

- Haines, G. A. (2007). Job satisfaction among high school principals in Mississippi (Doctoral dissertation). Retrieved from WorldCat. (OCLC: 277148166)
- Markley, D. L. (2008). The changing roles and responsibilities of the high school principal. Retrieved from ProQuest Digital Dissertations. (AAT 3363771)
- Miller, N. J. (1985). A description of secondary school principals in Minnesota and their job satisfaction Unpublished dissertation). University of North Dakota, Grand Forks, N.D.

Amy Christensen

Ms. Christensen presented her Dissertation Final Defense on March 8, 2012. Her dissertation focused on Minnesota Teacher's Perceptions of Fluency. Watch for the article about her dissertation in the fall 2012 Newsletter.



*Female Leadership in
Centennial School
District*
Catherine Wyland

This mini study examined parity between the number of female teachers in the Centennial School District and the number of females in administration. It also investigated the history of females in administration in the district.

A census of administrators was reviewed in five year increments from the formation of the school district through 2012. Data were gathered from history pages on the district website and gaps were filled through an examination of personnel records, historical documents, and interviews of long-term staff members and retirees.

Results revealed that Centennial School District achieved 50 percent parity in female and male administrators by 1997. The study found that parity eroded over the subsequent fifteen years to the level of 25 percent. Recommendations for further research include a focus on the examination of the hiring practices of school boards, the influence of search firms, and an examination of the superintendency at the state level.

For more information on this research project, please contact Catherine Wyland at wyca1101@stcloudstate.edu.

Intervention Strategies for Student Mobility
Eralda Jesku

A qualitative research project is currently being conducted at an elementary school in St. Cloud Area Public Schools (ISD 742). The purpose of the case study was to determine which strategies elementary school principals and third grade teachers used in ISD 742, and how effective they were perceived to be in ensuring academic success and positive social development among mobile students in ISD 742.

For more information on this research project, please contact Eralda Jesku at jeer1101@stcloudstate.edu.

*Role of Minnesota
Superintendents in
Instructional Leadership*
Melissa Johnson



The purpose of her research study was to identify the characteristics, changing issues, and needs of Minnesota superintendents. The research was based on the guiding research question "How do Minnesota superintendents perceive their role in instructional leadership?" The data revealed Minnesota superintendents spend a minimal amount of time on curriculum leadership, they are moderately satisfied with their ability to be an instructional leader, they are moderately satisfied with the job responsibility of curriculum leadership, they have a minimal need for professional development for curriculum leadership, and they believe the superintendent position should have a medium role in providing leadership in curriculum, instruction, and assessment. For more information on this research, please contact Dr. John Eller at jfeller@stcloudstate.edu and Melissa Johnson at jome0503@stcloudstate.edu.

*Perceptions of the
Charlotte Danielson
Framework at Pierz
Healy High School*
Karrie Boser



A survey of high school instructors was focused on ascertaining their perception of the school district's current teacher evaluation tool, based on Charlotte Danielson Framework at Pierz Healy High School. This research project was based on the identified needs of securing common focus, improving the evaluation process, assessing teacher's effectiveness, strengthening instructor reflection and improving student achievement. This research is aimed at determining whether or not the information from the evaluation helped staff members improve in the classroom, enhance reflection, and impact student growth. For more information on this continuing research project, please contact Karrie Boser at boka1103@stcloudstate.edu.

Curt Tryggestad*The New Educational Leader for Eden Prairie*

Curt Tryggestad, superintendent of Little Falls School District and a member of Cohort III in Educational Administration and Leadership doctoral program at St. Cloud State University, has been offered the position of superintendent in Eden Prairie School District beginning on July 1, 2012. His great communication and leadership skills were key attributes that assisted him in securing the position.

Prior to serving in the Little Falls School District, Tryggestad was superintendent of the Esko Public Schools. Before his first superintendency, he was a secondary principal at Pine City Public Schools.

He earned his bachelor's degree from Luther College and a master's degree from St. Cloud State University. He is currently developing a potential dissertation topic on the use of information and communication technologies (ICTs) in classroom instruction.

Deron Stender*A Return to the Superintendency*

Recently, Deron Stender was offered the position of superintendent of the Virginia Public Schools.

He is anticipated to take the helm of the new position on July 1, 2012.

Stender is a member of Cohort III in the Educational Administration and Leadership doctoral program at St. Cloud State University.

Previously, he served as the superintendent of Frazee-Vergas Public Schools in Western Minnesota.

**Melissa Johnson**

Melissa, an EDAD doctoral student from Cohort III, accepted an offer of employment as a Ed.D graduate assistant in the Center for Doctoral Studies in spring 2012.

Eralda Jesku

Eralda, an EDAD doctoral student of Cohort III, received the EDAD Grunerud scholarship in Spring 2012. She is grateful to the Grunerud family for generously supporting her studies.

Vincent Bulus

Vincent, a Master's alumnus, attended the National Association of Multicultural students (NAME) conference and in the American Educational Research Association (AERA), and Association for Supervision and Curriculum Development (ASCD).

EDAD Website

The website provides a wealth of information and useful links for all EDAD students including:

- Forms
- Handbooks
- Events
- Deadlines
- Professional Organizations
- Many Other Campus Resources.

Visit EDAD webpage today at:
www.stcloudstate.edu/edad

JOIN US ON LINKEDIN!

The Center for Doctoral Studies has now set up a LinkedIn Group. Its purpose is to provide a professional network to reconnect, view upcoming events, post employment opportunities and communicate with professionals in an array of industries.

Upon interest, follow our LinkedIn Group and enhance your career and networking prospects (<http://www.linkedin.com/groups?about=&gid=4188700>).

SCHOLARSHIPS

Emily Rustman

Emily is a recipient of the Dr. Eva Gadberry Scholarship.

Erin Dohrmann

Erin is awarded the Stenswick-Benson Scholarship.

Susan Currens

Susan is a recipient of the Elaine E. Leach Scholarship from the Women’s Center at St. Cloud State University and Stenswick- Benson Scholarship from the Minnesota Administrators of Special Education (MASE).

Cameo Rainaldo-DeDominces

Cameo serves as a Dean of Students at STRIDE Academy.

Carrie Hoffman

Carrie has taken on the position of an Associate Principal.

Erin Dohrmann

Eris is now in the position of a Special Education Coordinator at Princeton Public Schools.

Holle Spessard

Holle serves as an Assistant Special Education Director.

Jackie Ward

Jackie has taken on the position of Superintendent of the Bug O Nay Ge Shig School in Bena, Minnesota.

Jamie Nord

Jamie is now the Director of Special Education, St. Croix River Education District

Mary Simon

Mary has recently become the principal of Nay Ah Shing School K-12.

Merribeth Miller

Merribeth serves as a Special Education Coordinator.

Nancy J.S. Rosman

Nancy has taken on the position of Director of Special Services, Lakes International Language Academy in Forest Lake.

Rebecca Patience

Rebecca was offered the position of a Supervisor of Special Education.

Nicole Rasmussen

Nicole has taken on the position of Director of Student Services at Benilde-St. Margaret’s.

Sarah Brown

Sarah has been recently offered the position of a Unique Learner’s Manager.

MASTER THESIS

Adama Coulibaly

Adama, a master’s student in Educational Administration and Leadership, plans to graduate in spring 2012. His thesis design is focused on assessing to what extent school principals feel confident in their abilities as curriculum and instructional leaders. The purpose of his research project is to gather data on how principals feel about their abilities and their confidence levels, the skills they are lacking and what they need. The findings from this research project will generate other research questions for master’s and doctoral students to pursue.

Amy Notch

Amy completed a field experience as part of the Principalship Licensure at Kimball Area Schools.

Barbara Smith

Barbara participated in a field experience at Anoka-Hennepin for the Principalship Licensure in Spring 2012.

Brooke Schaffer

Brooke is currently working on a field experience in the Robbinsdale School District as part of the K-12 Principal Licensure.

Cameo Rainaldo-DeDominces

Cameo participated in a field experience at STRIDE Academy, Pine Meadow Elementary, and Edina High School.

Carrie Hoffman

Carrie completed a field experience for Special Education Directors and Principals.

Erin Dohrmann

Erin completed the field experience at Rum River Special Education Cooperative and St. Croix River Education District.

Jill Waldvogel

Jill is currently participating in a principal field experience as part of the Principal Licensure at Oak Ridge Elementary in Sartell, MN.

Judy Beaton

Judy completed the superintendency field experience in Fall 2011.

Matthew Arnold

Matthew participated in a field experience for K-12 Principal Licensure at St. Cloud District 742, Minnesota.

Melissa Janssen

Melissa completed a field experience for Special Education Director with the Paul Bunyan Co-op.

Merribeth Miller

Merribeth participated in a field experience as a Special Education Director at Belle Plaine K-12, and River Valley Special Education Cooperative.

Shanna Paffrath

Shanna participated in a field experience for Principalship Licensure in Fall 2011 at Chisago Lakes Schools Sped. Director and in Spring 2012 at SCRED.

Susan Currens

Susan is completing a field experience as part of the Principalship Licensure at Pine Meadow Elementary, Sartell, Minnesota and Kimball Secondary, Kimball, Minnesota in Spring 2012.

No Child Left Behind Waiver

In February 2012, Minnesota's No Child Left Behind (NCLB) waiver request was approved by the U.S. Department of Education. The NCLB waiver allows Minnesota to transition to a new system of school recognition, accountability and support.

The new system is called the Multiple Measurement Rating (MMR), containing a new set of school accountability designations. For more information on this issue, please visit Minnesota Department of Education website <http://education.state.mn.us/MDE/Welcome/AdvBCT/NCLBWaiver/index.html>.

"The Educational Administration and Leadership program at St. Cloud State University was an exceptional learning experience. The course work was relevant and provided me with a solid foundation before beginning my career as a school administrator. The faculty was superb. It was an environment where experienced leaders were invested in creating new leaders. In class we were also provided opportunities to learn from guest speakers, where their ideas integrated into the class lectures and enhanced learning. In addition to speakers and lectures, being given the opportunity to research and discuss educational issues with classmates was invaluable. My former classmates are now part of my professional network and have become my friends. I am fortunate to have participated in the Educational Administration and Leadership program at St. Cloud State University and would highly recommend it to individuals seeking a career as a school administrator."

Sara Derby

*Assistant Director of Student Support Services
Stillwater Area Public Schools*

"The Saint Cloud State University Educational Administration (EDAD) Program prepared me for both the challenges and the celebrations of being a K-12 Principal. Looking back over my seven years of being a principal at both the middle and elementary levels, I am proud of the decision-making process that I have applied on a day-to-day basis. The best road to making good leadership decisions and succeeding in a new position always starts with preparation. Saint Cloud State (specifically, the EDAD program) prepared me to be a successful administrator with a combination of professors who were strong in practice and professors who made you think using a global theoretical approach. These people linked learning from course to course and everything I learned was applicable to what I have used during my tenure as a principal. I speak highly of the program because I appreciate that the rigor used during my administration preparation has matched the demands that I have faced while on the job. I continue to learn every day, but I am thankful for beginning my new profession with a strong foundation."

Eric G. Olson

Pinewood Elementary K-2 Principal

"The program, support, and rigor of the Educational Administration and Leadership program at SCSU gave me the tools I needed to secure an administrative position and be successful in the leadership role. The professors offered real-world content that was based on best practice and strong pedagogy. Dialog with colleagues as well as leaders in the field allowed for rich discussion and tremendous professional development. I would recommend the SCSU Educational Administration and Leadership program to any leader who is interested in educational administration."

Nate Rudolph

Rice Elementary Principal

Do you have an interesting story or idea?

Contact:

edadga@stcloudstate.edu

Editors:

Dr. Roger Wornor, Associate Professor in EDAD,
Eralda Jesku, Ed.D. Student and EDAD G.A.,
Shanna Paffrath, Student in Sixth Year and EDAD G.A.

