

Spring 2015

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St. Cloud State University

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EDAD OPEN HOUSE-APRIL 8 TWIN CITIES GRADUATE CENTER 4:30 -6:00 PM.

**Educational Administration Programs
Beginning Fall 2015
Twin Cities Graduate Center
6401 Sycamore Lane, Maple Grove**

LICENSURE (SIXTH YEAR)

- K-12 Principal
- Director of Special Education
- Superintendent

ENDORSEMENT/CERTIFICATE

- Director of Community Education

MASTER OF SCIENCE DEGREE

- Educational Administration

MINNEVATE!-AN OPPORTUNITY TO INNOVATE EDUCATION

BY ALI MOHAMED

EDAD Graduate Assistant

&

DR. FRANCES KAYONA

Associate Professor

Educational Administration and Leadership

"This is not a lobbying event. This is not an educators-only event. This is not a policy-makers-only event. This is a grassroots chance for communities to come together and truly envision a future for our kids, supported by our public schools."

MASA Executive Director Gary Amoroso

Minnevate! is an opportunity for dialogue created by the Minnesota Association of School Administrators (MASA), and it is designed to create an action agenda for educational leadership in Minnesota. This conversational platform encourages stakeholders from all communities to come together to exchange ideas about Minnesota public schools and envision a future for Minnesota students; it focuses on how to energize the practice of educational leadership and examine educational issues globally.

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What is Minnevate!?
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Educational Leaders
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MINNEVATE!-INNOVATING EDUCATION

The dialogue began in early December 2013, with a statewide kick-off event and has continued with regional conversations to bring together local ideas and expertise. Minnevatel! conversations include how to maximize opportunities for Minnesota public schools and how to engage all stakeholders in order to build capacity and address growing global challenges. In their discussions, participants, for example, focus on how to create a positive educational future for learners and to identify sources of innovation in public school communities.



Project leaders for Minnevatel! are Ms. Mia Urick who, has supported the professional development of school administrators for the past 23 years and is currently the Director of Professional Development for MASA; Dr. John Moravec, (founder, Education Futures LLC), a futurist, who is co-initiator of the Invisible Learning Project, and the lead author of Knowmad Society (Dr. Moravec's research and action scholarship agendas are focused on exploring the convergence of globalization, innovation society, and accelerating change, and building positive futures for human systems); and Mr. Aaron Ruhland, the Director of Learning and Accountability for the Orono Public Schools, who is researching Minnesota's perspectives on educational adequacy as part of his doctoral studies and for which he was awarded MASA's Richard Green Scholarship.

Ms. Urick answered a few questions posed in a recent interview. First, she was asked how school administration preparation programs could best contribute to the vision and mission of Minnevatel!? Mia: "by equipping future practitioners with a myriad of skills such as "managerial" or "administrative" skills (finance, legal, etc.) as well as the leadership skills (leading change, encouraging innovative practice, etc.) Preparation programs must be diverse enough to support a well-rounded leader who is strong and confident enough to employ those leadership skills."

When asked how higher education faculty members can contribute, she offered this tip: "By being 'the hyphen' — by that I mean being grounded in the realities of practice and the research that informs practice." It is often claimed that we live in times of rapid, pervasive change, not only in the technology that affects every part of our lives, but in the fabric of our communities, the expectations of public organizations, the impacts of economic shift, and the interaction of diverse communities, locally and globally. We must prepare our young people for futures that we cannot yet imagine. Margaret Mead was once quoted as saying "No one will live all of his life in the world into which he was born, and no one will die in the world he worked in his maturity" (1961).

It is difficult to envision a future that one cannot imagine. Yet, that is indeed the mission of P-12 schools to prepare young people for citizenship in a technological world that even the educators themselves find challenging to envision. The Minnesota Association of School Administrators is engaged in an important initiative to bridge the gap between our visions for the future of Minnesota's schools and the realities of today. "Minnevatel!" is that bridge. School administrator preparation programs must serve as dedicated partners in this action dialogue to improve schools by preparing school leaders who are comfortable and confident in environments that are characterized by rapid change, innovation, and endless discovery.

*The forementioned excerpts are taken from the Minnevatel! Website at: <http://minnevatel.mnasa.org/inside/>

SYMPOSIUM OF WOMEN EDUCATIONAL LEADERS

SYMPOSIUM OF WOMEN EDUCATIONAL LEADERS

WHEN

April 23, 2015

9:00 a.m. - 2:30 p.m.

WHERE

TIES Building

1667 Snelling Ave. N

St. Paul, MN 55108

WHO SHOULD ATTEND • Superintendents • Administrators • Directors • Special Education Directors and Coordinators • Community Education Directors • and aspiring leaders!

VISIT WWW.MASSP.ORG TO REGISTER



**MAKING CONNECTIONS,
INCREASING OPPORTUNITIES,
BUILDING LEADERSHIP
CAPACITIES.**

FEATURED

SPEAKERS

Ms. Patty Phillips

**Superintendent, School District 622
North St. Paul-Maplewood-Oakdale
Schools**

Ms. Nancy O'Brien & Linda Saggau

**Co-founders of Experience Happiness
LLC.**

ROUNDTABLE DISCUSSIONS

**Focus on relevant topics
for women leaders**

REGISTRATION

\$100 registration fee

**Registrants may bring a
mentee for \$25**

**Registration includes a
light breakfast and
catered lunch**

REGISTRATION DUE

April 16, 2015

DOCTORAL STUDENT AND ALUMNI HIGHLIGHTS



Sarah Papineau

Sarah is a doctoral student in the EDAD program. She is speaking at the National Reading Recovery Conference in a few weeks on multi-tiered systems of support and literacy intervention and coaching. This is her first time presenting at the national level. Way to go, Sarah!

Barbie Smith

Barbie attained her Specialist Degree at SCSU in the Spring of 2013. Recently, she became the Assistant Principal at Pine City Elementary. Congratulations, Barbie!

Gregory Heinecke

Gregory Heinecke is a student in the Sixth Year program. He participated in the AVID National Blog. Greg had his practicum at Elk River High School. His future goals include completing his program and earning a Superintendent's license. Great job, Greg!

Melissa Hanson

Melissa is a student in the Sixth Year Certificate program. Currently, she is the Coordinator of Special Education at Southwest/West Central Service Cooperative (SWSC) in Willmar. She serves 11 school districts in the SWSC's northern region under two different Directors of Special Education.

Matthew Arnold

Matthew graduated from the Sixth Year program in May of 2012. He serves as the Interim Principal at the Minneapolis Public Schools' Richard Green Central Park Community School. Congratulations, Matthew!

John Muenich

John graduated from the EDAD Doctoral Program in the Spring of 2014. His research, "A study of how secondary school principals in Minnesota perceive the evaluation of their performance", was published in the NASSP Bulletin, 98(4), 280-309. Great job, John!

Kelly Flohaug

Kelly graduated from the 6th Year Certificate program in the Summer of 2014. Currently, he is High School Assistant Principal in Centennial School District. Way to go, Kelly!

Randy Lowe

Randy graduated from the Director of SPED and K-12 Principal programs in the Fall of 2013. He is the Student Support Services Coordinator, Homeless/Highly Mobile Liaison, and Federal Setting 4 Mental Health Supervisor for the Minneapolis Public Schools. Great job, Randy!

**Do you have an interesting story or idea?
Contact: edadga2@stcloudstate.edu**

MINNESOTA'S TEACHER EVALUATION MODEL

PRINCIPALS' PERCEPTIONS OF THE MINNESOTA'S TEACHER EVALUATION BY ADORY BEUTEL

School leaders across Minnesota have been busy this year implementing their districts' new teacher and principal evaluation models. We asked elementary and secondary school leaders for their perceptions of how they are implementing the new teacher evaluation models. Their responses were enlightening.

In 2011, the Minnesota *Teacher Development, Evaluation, and Peer Support Model* was created with significant input by Teacher Evaluation Work Groups comprised of teachers and leaders in consultation with the Minnesota Commissioner of Education. Their work resulted in an evaluation model that includes the following three components: *Teacher Practice*, *Student Learning and Achievement*, and *Student Engagement*. In 2013-2014, the model was piloted in 17 school districts to serve as an "example process for Minnesota districts and charters to use in their development of local plans." Districts could choose their own models, but in the event a district was unable to reach a joint agreement on an evaluation model that met MDE's criteria, districts were required to use the *Teacher Evaluation Default Model* developed by MDE (see <http://education.state.mn.us/MDE/EdExc/EducEval/TeachEval/>).

To be sure, a change in a district's teacher evaluation system offers school leaders both opportunities for school improvement and start-up challenges. Luke Stordahl, Elementary Dean of Students in the Litchfield School District and a member of one of the original Teacher Evaluation Work Groups views the new standards as having three main strengths: 1) an opportunity to implement a rigorous model; 2) a model that includes the benefit of peer review, and 3) an approach resulting in increased collaboration between teachers. In fact, almost every principal we contacted reported the emphasis on peer review and professional development and/or professional learning communities in the new evaluation model provided excellent opportunities for their districts. Several principals described the focus on teacher self-reflection and dialogue with administrators as another opportunity for professional growth. Finally, consistent expectations were perceived as a strength of the new model by several of these principals.

Superintendent Jim Johnson, Monticello Public Schools, appreciates that the new legislation allowed his district to refocus its efforts, bringing teachers and administrators together "to research, reflect, discuss and develop a system around the idea of continuous improvement for all teachers." Kevin Wellen, Middle School Principal in Cass Lake, reports that he's already noticed the teachers participating in more conversations about improving instruction. He also views the use of data-based decision making and "teaching with a purpose" as a very promising development. Finally, Wellen believes a new position of instructional coach will furnish a strong growth opportunity for his school. Patrick J. Sutlief, K-12 Principal at the Browerville Public School District, summed up the broad opportunity of the new teacher evaluation model as having "afforded our district a reason to purposefully examine teacher evaluation. By looking at evaluation in a purposive manner, teachers have placed renewed attention on purposive instruction."



A Deeper Insight on Minnesota's Teacher Evaluation Pilot Model?

Click the link.

<http://education.state.mn.us/MDE/EdExc/EducEval/>

MINNESOTA'S TEACHER EVALUATION MODEL

PRINCIPALS PERCEPTIONS OF THE MINNESOTA'S TEACHER EVALUATION

Of course, a new teacher evaluation model also presents challenges for school districts. Sutlief acknowledged the challenges his district faced in obtaining approval from the local education agency due to the mandated nature of the requirements. However, after his district came to agreement in selecting Marzano's evaluation model, Sutlief believes the "overall buy in of the program promises to bring great results for the district and students."

Like several of the principals we contacted, Wellen expressed some concerns about assigning concrete values to relatively subjective measures, mentioning the student growth domain and specific items that don't easily correlate to empirical values. Without exception, the principals to whom we spoke are obviously interested in completing fair and objective evaluations. As with any new evaluation system, they hope that with practice the evaluations will become increasingly objective and less time consuming.

In fact, the most common challenge these principals mentioned was time. Time to complete the evaluation process, time to discuss it fully, and as Kelly Haws, special education teacher and peer reviewer in the Sartell School District stated, "time to really do a good job." As part of the peer review process, she currently participates in three learning walks with a partner and records her reflections on Schoolology, a learning management system and social network that makes it easy to create and share academic content (Schoolology, nd). In fact, Haws finds the use of Schoolology for recording reflections to be a very useful part of her professional portfolio requirements. Likewise, the Monticello Public Schools have contracted with a company called PD360 that provides a tool for recording observations as well as videos of teachers using best practices. These videos can be shared with teachers "for reflection or with larger groups to model high quality teaching practice." Superintendent Johnson added, "We are now beginning to develop some of these using our teachers." They also developed a Google Doc that multiple staff members can share as part of "walk through" process. This makes it easy to share his own observations with the building principal and/or teacher.

The interviewees also described other solutions their districts have implemented to overcome any perceived challenges. An elementary school principal described the resulting discussions from a dual training of both principals and peer reviewers as very helpful. Specifically, she found comparing notes after they each "evaluated" a teaching video very helpful. Another principal mentioned using Q-Comp funds for teacher evaluation strategically--a promising development in her district.

Luke Stordahl made an intriguing observation about the emphasis on peer review in Minnesota's new teacher evaluation standards. He maintains that the main benefit of the peer review process is for the reviewer, not the reviewee. Similarly, Wellen asserted that the most promising outcome of his district's new evaluation model has been an increase in professional conversations about effective teaching and learning strategies. Clearly, the principals with whom we spoke view the new model as an opportunity for improvements in professional development in their respective districts.

The Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota offers Key Findings Related to Points of Contact. Their data lend support to the feedback we received from the principals contacted. For example, the majority of interviewed teachers (70%) reported benefits of increased collaboration and stronger relationships among colleagues resulting from points of contact with peer reviewers. The summative evaluators believed these points of contact between peer reviewers "were the best part of the pilot."

FACTORS OF SUSTAINABILITY FOR S.T.E.M. THEMED MAGNET SCHOOLS

BY DR. PENELOPE S. OLSON HOWARD

Dr. Penelope Olson Howard examined program elements impacting the sustainability for STEM magnet schools and programs.

The STEM concept is a means of providing an alternative, interdisciplinary program using inquiry and project based learning or other forms of advanced learning methodology. According to Thomas and Williams (2010), an educational concentration on the sciences and technology is not a new initiative; it was first introduced during the second half of the twentieth century. By the 1980s, it quickly became an educational trend that prompted governmental support for STEM programs (Thomas & Williams, 2010).



As recently as 2009, President Obama promoted the goal of moving United States students to a top international ranking among comparable nations by providing \$100 million to train STEM teachers in content understanding and teaching skills that provide students a competitive edge (The President's Math and Science Teachers Initiative, 2011). STEM supporters are convinced that with quality K-12 educational programming in mathematics and science, including the integration of technology and engineering, United States students will surpass other nations as leaders in the global market for jobs in STEM related fields (Brown, Brown, Reardon & Merrill, 2011).

Although the literature is replete with research studies and reports that outline the history, implementation, and characteristics of magnet schools, as well as the evolution of the STEM movement, little was found on sustainability of STEM programs operating as magnet schools across the nation. Successful implementation and public reporting of school improvements specific to student performance and enrollment are important but do not ensure sustainability of a program (U.S. Department of Education, 2008).

This study examined multiple program elements identified from the literature that school administrators report lead to sustainability of STEM themed magnet schools. Study results reported on the current impact and predicted future impact that select program elements have on sustainability of specialized, STEM themed magnet programs.

This study was designed to support the importance of sustaining STEM themed programs in schools. Whether the program is offered as a magnet school with integration goals or as a specialized school program, specifically for choice options, the concept needs to be continued to address the academic needs of students in the 21st century. "It is time to move beyond slogans and make STEM literacy a reality for all students" (Bybee, 2013, p. 102).

References:

- Brown, R., Brown, J., Reardon, K. & Merrill, C. (2011, March). Understanding STEM: current perceptions. *Technology and Engineering Teacher*, 70(6), 5 – 9.
- Bybee, R.W. (2013). The Case for STEM Education, Challenges and Opportunities. National Science Teachers' Association.
- Thomas, J. & Williams, C. (2010). The history of specialized STEM schools and the formation and role of the NCSSSMST. *Roeper Review*, (32), 17-24. doi:10.1080/02783190903386561
- United States Department of Education, Office of Innovation and Improvement. (2008). Creating and Sustaining Successful K-8 Magnet Schools. Retrieved from <http://www.ed.gov/admins/comm/choice/magnet/>.

AN EXAMINATION OF STUDENT TEACHER REFLECTION

By DR. ERIC M. WILLIAMS

The purpose of this study was to examine the thoughts about reflection among a group of student teachers who recently completed their clinical teaching experience. This study sought to explore the characteristics that student teachers believe represent a “reflective teacher”; the focus and frequency of student teachers’ use of reflection during their clinical teaching experience; the purpose and frequency of student teachers’ use of reflection; and the extent to which those student teachers found the reflective activities to be helpful.

The research also examined what student teachers found to be the most challenging aspects of maintaining a written record of their reflections and potential strategies that may help them in overcoming the challenges they reported. Student teachers were asked what additional or alternative modes of reflection they would be most likely to use when they begin their first year of teaching. Finally, a sample of written reflections that were submitted by secondary school student teachers from the same group were analyzed and interpreted based on the review of the literature.



Interested in accessing the entire dissertation? Click on its title.

Save the Date!!!

Special Education Directors’ Forum

May 15, 2015 8:00 am-4:30 pm
Minnesota Department of Education,
Conference Center B, Room 15-16

2015-SCHOLARSHIP WINNERS

EDAD JAMES AND MURIAL GRUNERUD SCHOLARSHIP WINNERS:

- **MAHMOUD ABDELFATTAH**
- **ABDI ABDIRIZAK**

Both winners are students in the EDAD Master of Science program at St. Cloud State University.

THE EVALUATION OF MINNESOTA'S SCHOOL PRINCIPALS

THE EVALUATION OF MINNESOTA'S SCHOOL PRINCIPALS

BY DR. NICK MILLER

I had the opportunity to serve on the Legislative Commission that developed the framework for the evaluation of Minnesota school principals. This group of legislative and business representatives met with selected members of the Minnesota Association of School Administrators, Minnesota Elementary School Principal's Association, Minnesota Association of Secondary Principals, and the Board of School Administrators. The goal of the group was to develop a system that promoted professional growth while implementing growth measures that were clearly identified and uniform. The guiding premise was that principals have a direct and powerful effect on student achievement. Throughout the many meetings, group members, not only examined best practices literature, but also closely reviewed existing principal evaluation systems used throughout the entire country. Our goal was to use all of the information available to develop a comprehensive principal evaluation tool.

Although the system developed looks at 3-5 year growth, the first year of the process is very intense and lays the framework for years to come. It is important to note that the evaluation is based in the Minnesota Principal Core Competencies. The evaluation also allows each district to incorporate its goals into the process. One of the major challenges was to help define measurable goals and develop ways to clearly measure the principal's performance. There were many lively discussions when the topic of what percent of student performance would determine the principal's final evaluation scores. Ultimately however there was agreement that student performance was a very important indicator in this evaluation process.

A prescribed framework was developed that clearly defined the role of the principal and the superintendent/designee. The process begins with the principal developing a school improvement plan, and then, meeting with the superintendent to discuss the plan and look at the individual growth plan. This would ideally occur in the summer prior to the school year. At the second meeting the superintendent discusses the evaluation process with the principal and provides direction. The principal then conducts a self-assessment and sets goals for the year. When this is completed the principal and superintendent meet and competency targets are set. The superintendent and principal spend the next months gathering evidence and reflecting on the principal's performance. All the artifacts are shared and discussed at the evaluation conference. At this time, the superintendent will either inform the principal that the evaluation was successful and the final report will follow or require that the principal provide additional evidence or develop a growth plan for improvement. The ultimate goal of this process is to develop a systematic and ongoing professional discussion that will help the principal grow and improve.

THE EVALUATION OF MINNESOTA'S SCHOOL PRINCIPALS



This evaluation framework can be adopted as is and be the sole evaluation process for a district. The intention of the group was to allow districts to use this framework as a complement to the system they already have in place. The professional leadership organizations represented were very purposeful to recognize the significant importance that a principal plays in a school. According to research, the principal significantly determines the achievement of students. This document clearly defines the roles and responsibilities of the principal and superintendent. The nine operating principals are very important to the process. The document “The Evaluation of Minnesota’s School Principals” can be found at the websites of the

professional organizations which were represented in the group. This 25 page document contains worksheets and diagrams that more clearly articulate the evaluation process. It is important to note that many districts have developed very powerful and unique principal evaluation tools. I encourage you to contact individual school districts if you are planning to develop your own system.

The 9 Operating Principals:

1. Align with the Minnesota K-12 Principal Competencies.
2. Recognize the importance of a principal’s role in improving the culture of the learning community.
3. Connect academic, social, emotional, and developmental growth for all students in the learning community.
4. Continuously acknowledge strengths and promote a high level of performance.
5. Have research-based criteria about effective professional practices that are substantiated by measurable data from multiple sources and are legal, feasible, accurate, and useful.
6. Support opportunities for personal and professional growth.
7. Offer pathways for a role transition for those who are not able to perform to acceptable standards.
8. Support continuous progress and be connected to school improvement goals.
9. Align building and district goals with the vision of the school and community.

References:

The Evaluation of Minnesota’s School Principals (nd). Retrieved from http://www.mespa.net/sites/2961a8e8-4b04-4b38-8da2-75542594a9f1/uploads/Evaluation_of_MN_School_Principals.pdf



MEET THE MASSP STATE COORDINATOR

MASSP STATE COORDINATOR-TRISH PERRY

Trish Perry is enthusiastic about her role on the Executive Committee of the Minnesota Association of Secondary School Principals (MASSP), where she serves as the State Coordinator for MASSP. She has been the Principal at New London-Spicer Middle School for the past eight years and is in the process of completing her doctoral studies in Educational Administration and Leadership as a member of Cohort 5. Somehow, she also found time to earn the Advocate of the Month Award from MASSP in September, 2014.



Serving as a State Coordinator for MASSP fulfills an important part of what she views as her “ethical obligation to the profession.” She appreciates how her leadership in MASSP has given her the opportunity to advocate for a high quality education for children at both the state and national levels. Further, she finds it inspiring to work with colleagues on the Executive Committee and many principals across the state who share her passion for the welfare of Minnesota’s children.

In June, she lobbied Congress in Washington D.C. about modernizing the E-rate federal funding formula for schools. In February, she made her voice heard at the annual National Association of Secondary School Principals (NASSP) Conference in San Diego and brought valuable information back to Minnesota.

Trish views her specific role as the MASSP State Coordinator as an important “bridge,” connecting Minnesota principals with the NASSP initiatives, goals, and resources. As its logo indicates, MASSP shares the “voice of the middle level and high school principals” with policy makers and important stakeholders.

Trish is particularly passionate about her work on the annual Symposium of Women Educational Leaders, which is jointly sponsored by the EDAD Department at St. Cloud State University under the direction of Dr. Nick Miller and MASSP. She feels strongly about the unique demands on women in educational leadership roles and believes this symposium provides an opportunity to collaborate with like-minded leaders who are also striving for both excellence and balance.

To become a member of MASSP, go to www.massp.org to download a membership application form and the Member Handbook.

Save the Date!!!

[CURRICULUM LEADERS OF MINNESOTA \(CLM\) CONFERENCE](#)

November 18-20, 2015, Cragun’s Conference Center, Brainerd MN

CONGRATULATIONS TO EDAD GRADUATES



PENELOPE S. HOWARD

Dr. Howard's dissertation is entitled Factors of Sustainability of S.T.E.M. Themed Magnet Schools. Congratulations, Penny!

ERIC M. WILLIAMS

Dr. Williams' dissertation is entitled The Student-Teacher Reflection. Great job, Eric!

MASTER OF SCIENCE GRADUATES:

REBECCA J. ERICKSON

TASHA M. HOIUM

KRISTEN R. JENKINS

LISA ANNE FRANKE MASCHINO

SONNI G. SELLNER

Save the Date!!!

[MASA Fall Conference](#)

September 28-29, 2015

Marriott Northwest, Brooklyn Park, MN

SPRING-2015 GRADUATION DEADLINES

Final Defense

March 31, 2015

Submit for Format Review

April 7, 2015

Graduation

May 9, 2015

SUMMER-2015 GRADUATION DEADLINES

Final Defense

June 30, 2015

Submit for Format Review

July 7, 2015

Graduation

August 6, 2015

STUDENT AND RESEARCH UPDATES

DISSERTATION PROPOSALS

- **James Lehman**

James' research is focusing on the organizational climate of middle schools, faculty relationships, middle school implementation and the impact these schools have on student achievement.

- **William DeWitt**

Bill is researching parental involvement in Minnesota online schools.

- **Jennifer Stumpf**

Jennifer research interests focus on Co-Teaching.

DISSERTATION FINAL DEFENSES-SPRING 2015

- **Eralda Jesku-Rubel**

Eralda's dissertation researched principals' perceptions about their roles, capacities and barriers in implementing decentralization reform in Albania. Congratulations, Eralda!

- **Lowell Haagenon**

Lowell's research focused on the consolidation of Minnesota school districts. Congratulations, Lowell!

- **Curt Tryggestad**

Curt conducted a Delphi study on the role of the Minnesota school superintendent as a technology leader. Great job, Kurt!

RESEARCH PUBLICATION OPPORTUNITIES

THE JOURNAL OF LEADERSHIP EDUCATION

Call for Papers

Empirical papers addressing topics such as "theories of teaching informing our understanding of the dynamic nature of learning leadership; studies on learning revealing about the ways leaders and students learn; methods for measuring non-classroom leadership learning" to name a few, are invited for a special issue that will be published in **November/December 2015**. Please visit the JOLE website for submission guidelines at:

http://leadershipeducators.org/JOLE-submission_guidelines.

JOURNAL OF CASES IN EDUCATIONAL LEADERSHIP (JCEL)

Call for Papers

Sponsored by the University Council for Education Administration, JCEL publishes in electronic format peer-reviewed cases appropriate for use in programs that prepare educational leaders. For submission guidelines visit JCEL at:

<http://www.sagepub.com/journals/Journal201765/manuscriptSubmission>.

Save the Date!!!

MASSP Summer Conference

June 16-19, 2015

Editors:

Dr. Roger Worner, Associate Professor in EDAD
Eglantina Cenolli, Graduate Assistant



Congratulations Graduates of 2014!



**EDUCATIONAL ADMINISTRATION
AND LEADERSHIP**

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[SCSU Center for Doctoral Studies](#)

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