



AASA New Superintendents E-Journal

May 2008

Editor's Note

The *AASA New Superintendents E-Journal* is a quarterly publication tailored to the needs of new superintendents. Each edition includes three articles prepared by new and seasoned superintendents, educational leadership professors, consultants and practicing school administrators. This edition of the journal addresses three topics essential to the new superintendent's success in the school district.

Tim Ham is the superintendent of schools in the Madison Elementary School District in Phoenix, Ariz. Ham's article, "Five Strategies for Building an Environment of Trust, Leadership and Cohesiveness," addresses the realities associated with establishing strong leadership by systematically engaging the community in supporting schools. His reflections are based on his personal experience with implementing a new vision producing "greatness" in a school district.

The second article, "Leading a Small District after Serving in a Big District: A Whole New World," is authored by Carol Lark, superintendent of schools in the Douglas County Schools in Nevada. The article looks at the realities of serving as a first-time superintendent in a small district. Lark reflects on the day-to-day operation of a small district while setting out 10 tenets for easing this transition.

The final article is offered by T.C. Mattocks, superintendent of Bellingham School District in Massachusetts. Mattocks offers wise counsel on selecting and using an attorney to represent district interests. This second-time author for this journal brings to the article 30 years of experience working with those providing legal representation to superintendents.

Future issues of the *AASA New Superintendents E-Journal* will look at such topics as systems thinking, sustaining a district vision and board relations. Authors interested in submitting articles are encouraged to contact the editor. Submissions are invited throughout the year.

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Leading a Small District After Serving in a Big District: It Is a Whole New World!



BY CAROL LARK

Carol Lark is superintendent of the Douglas County School District in Minden, Nev.

After serving two years as an assistant superintendent in the fifth largest school district in the nation, I thought moving to the superintendency of a smaller district would be easier. I was wrong.

I spent 17 years working in a district of more than 300,000 students. That district was divided into five regions; each region had a region superintendent and two assistant superintendents. Now, I am in the middle of my second year as the superintendent of a district of approximately 6,500 students, 13 schools and 1,000 employees. I am working harder supervising 13 schools than I did supervising 37 schools. This is but one of the realities I face as the superintendent of a smaller district.

The Multi-tasking Role of a Superintendent

Some of the immediate challenges I faced in my new school district redefined the role I thought I was stepping into and clarified the role I actually assumed. Several examples exemplify the *new world* I entered.

- During my first month as superintendent, a high school student threatened to bring a gun to school and shoot a specific group of students. My immediate direction to the assistant superintendent was, “Send in the threat assessment team and let me know the results as soon as possible.” She looked at me as though I had two heads. As it turns out, our district doesn’t have a threat assessment team. She didn’t hesitate to inform me that the superintendent makes those decisions. Because I had little formal training in the psychological assessment of threat, I called the local sheriff’s department and they arrested the student. That’s how I learned that the local authorities would be responsible for such psychological threat assessment.
- A few weeks later, one of our buses was involved in a serious accident. Six students were taken to a local hospital and two were air lifted to a nearby city hospital. Had this happened in the larger district, the district police, transportation department and risk management department would have moved in and handled the entire situation. Here, we do not have our own district police, and our

transportation department consists of one director and a small staff. I immediately responded to the scene and then to the emergency rooms of the hospitals to support the students' families. I subsequently learned that our director of business services serves as the risk manager and also handles all of the insurance-related issues.

- Then came the radon concern in one of our elementary schools, and I once again found myself in the middle of the controversy with little formal knowledge of the abatement of radon and no way to handle the considerable need for a reliable and effective public information campaign. There was no public information department to call for support. I found myself once again working with the multi-tasking director of business and consulting with the health department and the EPA to search out an immediate solution. This proved to be a challenge, as the two experts in the field disagreed about the proper solution. We immediately put HEPA filters in every classroom and the progeny counts came well below the EPA guidelines. Nevertheless, the parents continued to bring this radon issue before the board on a monthly basis. Ultimately it was learned that the National EPA recommended sub-slab depressurization over HEPA filters and so that change is being implemented. I often think I would have been better prepared for this position with a property management degree rather than a degree in educational leadership.

These examples illustrate the challenges newly appointed superintendents in small districts face. They are more troubling when you consider how much of my time in those initial months were diverted from instructional leadership.

Boards Also Differ

The superintendent's relationship with the board is very different in a small district than in a large district. Large districts have large departments that prepare local, state and federal reports for board information and action. In my new home, the entire district office consists of two assistant superintendents, a director of business services and three program directors. All of these administrators work incredibly long hours to accomplish their daily duties while responding to board requests for the many reports and evaluations needed to facilitate sound decisions.

To their credit, the board had already developed a standards-based instructional program with additional competencies required for graduation. In no small part because of their courageous actions, I am fortunate to now work in a district that has some of the highest test scores in the state.

Interestingly, large-district boards tend to be distant from instruction while small-district boards are more connected with this essential element of district operations. There are both good and bad elements associated with such close involvement of the board in the instructional program, but if carefully managed, the result can be positive. I certainly appreciate our board's commitment to instruction.

The Change Process in Small Districts

I have found that progressive thinking and change come more slowly in a small district. Larger organizations seem far more receptive to pilot projects and risk taking. Perhaps larger districts have more challenges and therefore are always seeking solutions while small districts, particularly those with strong achievement profiles, are more confident and believe that they already have the solutions needed to sustain that achievement.

Given this reflection, it seems important that the new superintendent assess the receptivity to change of both the community and staff. Small school districts may well view change as a threat and actually avoid any scrutiny of the existing system. I am not advocating change for the sake of change; rather, I believe that no organization is perfect and there is always room for improvement. Those assuming the superintendency of a small district must be careful not to leave the community out when instituting necessary changes.

Connecting With the Community

The community and public relations responsibilities in a small district are far more demanding than those required of many large-district superintendents. In a large district, nobody expects you to be at every school event and every meeting. It's impossible. The expectation may be different in a small district, where the superintendent must maintain high visibility. Friday night football or basketball games are important times for the community to come together around its schools. My husband and I consider school events such as football and basketball games not only great entertainment, but an important opportunity for nurturing our bond with the community.

I grew up in a small town, yet as a child I did not give much thought to everyone knowing everyone—and everything. When you are the superintendent in a small district, everyone knows every move you make, and rumors fly faster than you can imagine. My secretary often looks out her office window and comments, “I don't recognize that car, I wonder who it is?” I am still adjusting to the lack of anonymity that comes with working in a small district.

Ten Tenets for Easing the Transition from a Large District to a Smaller District

1. Don't assume that the services and protections you had in the larger district are present in a small district. Apply your knowledge of what is needed and carefully develop the skills of your limited staff to fill those roles that supported you in the large district.
2. Understand the differences between small district boards and large district boards. They are entirely different entities.
3. Think carefully before advocating any changes.
4. Realize that you must support your administrative staff and develop a true appreciation for individual strengths.

5. Accept the fact that you may be the largest employer in the county, and as such, are subject to constant scrutiny.
6. Realize that attending numerous civic events is an expectation and be sure that you enjoy that type of interaction with the public.
7. Respect the community's history and traditions.
8. Don't hesitate to call on your former large-district colleagues for support and advice in areas that are new to you.
9. Stay in close touch with your board members because they deserve to be the first ones to know when problems are brewing. News travels at the speed of light in small districts – particularly bad news.
10. Enjoy your new community and be proud of its potential and its accomplishments.

Five Strategies for Building an Environment of Trust, Leadership and Cohesiveness



BY TIM HAM

Tim Ham is superintendent of Madison Elementary School District #38 in Phoenix, Ariz.

It is one o'clock in the morning. More than 700 parents and district employees are crammed into the multipurpose room that is hosting tonight's meeting of the governing board. The atmosphere is tense as the discussion turns to budget cuts.

As I sit in the back of the room, contemplating whether I should make this part of my next career move, I wonder how the community had become so divided. Would this be the right district for me to start my superintendent career? Did my strengths address their areas of struggle? Would I be able to rebuild a cohesive community and at the same time keep the focus on increasing student achievement?

The Madison School District is located in the urban area of Phoenix, Ariz., and is home to 5,300 students in grades preschool through 8. The district, established in 1890, is known for its rich history and high student achievement. Yet, enrollment had declined by 140 students in the 2006-07 school year, which added to the already-rising cost of employee medical insurance and the escalating but necessary costs for educating special education children. The board was split 3-2 in allocating additional revenue to support the opening of a traditional school as a way to boost enrollment. The governing board's

debate about a traditional school split the district's parents and employees. Madison, for the first time in recent history, was receiving negative press as these issues played out in the media.

The budget discussion that night evolved into an overall climate of mistrust, hurt feelings and anger. The school and department staff retreated into "silos" for protection. Communication at all levels became even more ineffective, which perpetuated the feelings of mistrust and the silo mentality. The district's reputation came into question by those attending the meetings and those following the media coverage in local newspapers.

Everyone wants to be successful, and I am no different. My careful examination of how the district needs matched up against my strengths was an important step in my decision-making process as I considered accepting the assignment as Madison School District superintendent.

With full resolve to heal what was an injured district, and with my eyes wide open and the full support of my family, I accepted the superintendency position. My focused intention from my first day was—and is—to provide vision and strength to the organization for the journey forward. By building capacity for leadership across Madison and by gaining the trust of the board, staff and community, I was determined to steadfastly lead Madison toward renewed commitment to the students and families of the district.

The mission of the district was of the utmost importance for Madison students and depended on my effective leadership. I knew I had to act immediately to re-establish an environment of trust, leadership and cohesiveness. I implemented the following strategies to address these issues: (1) establish positive, productive and trusting relationships with the district leaders, board members, employees and key parents; (2) initiate collaborative goal setting; (3) enhance instructional leadership resources; (4) monitor results; and (5) re-establish the district's reputation.

Strategy 1: Establish positive, productive and trusting relationships.

Positive, productive and trusting relationships evolve over time, and attending to these relationships directly is critical for a rewarding start to any superintendency. I identified two non-negotiables to set the tone and direction.

The first non-negotiable was that information needed to be shared with all stakeholders, at all levels, using a variety of methods. In other words, we needed to facilitate the flow of transparent information without any hidden agenda items in an honest, straightforward manner so stakeholders could develop a deeper level of understanding about the district. The second non-negotiable was to keep commitments that translate into keeping your word.

With these expectations in place, prior to my official start date of July 1, I scheduled meetings with every administrator, board member and key parent to have open and honest discussions regarding the current state of the district and the hopes for the future. This was time consuming but well worth the effort. The key was to be an effective listener, to really seek to understand each person's thoughts and feelings. This strategy also conveyed the message that I was approachable and open to others' ideas.

Some individuals with whom I met were more guarded than others were, not knowing if they could really trust this new superintendent. To sustain and to deepen the relationships, I scheduled time on each campus every month.

Strategy 2: Initiate collaborative goal setting.

What I had witnessed at that board meeting many months earlier was the lack of a well-developed plan with stakeholder buy-in and clear parameters to determine direction and decision-making needs. This led to the second strategy of establishing a collaborative environment to promote a cooperative goal-setting process that involved board members and school and district leaders.

I followed the advice of Douglas Reeves, founder of the Leadership and Learning Center, about goal setting: don't set too many goals. Madison's goals, four to be exact, would emphasize student achievement, financial responsibilities, communications and foundation development. Taking the time to review data and to have meaningful dialogue with key stakeholders was critical to developing a connection and commitment to the plan. The district's administrative leadership team members are in the process of structuring a comprehensive communication plan to share and to link the strategic plan to all district work.

Strategy 3: Enhance instructional leadership resources.

The third strategy was to emphasize instructional leadership. Professional development opportunities deepened the administrators' abilities to analyze instruction and to be instructional coaches. An initial two-day training activity provided a collaborative approach for administrators to define, identify and examine appropriate instructional practices. The rich dialog was critical to the assessment of instruction from campus to campus and from administrator to administrator.

A consultant we utilized for the training later served as each school administrator's personal field coach to refine and expand the initial training. The consultant focused on the instructional strategies identified by Robert Marzano in his 2003 book, *What Works in Schools: Translating Research into Action*. Based on the consultant's need assessment of the leadership team, emphasis was placed on a clear lesson focus (objective), active engagement (cooperative learning), and questioning strategies. The number of instructional strategies was limited to increase the depth of regular application.

Strategy 4: Monitor results.

The fourth strategy involved coordinating monthly meetings with each site administrator to continue building deeper relationships with them and to monitor instructional delivery in the classrooms.

These visits provided an opportunity to discuss with each principal what we were seeing instructionally as we visited the classrooms as a team. They sent a message to the teaching staff that I valued instruction and cared about the district's teaching staff and their students.

During these visits, I also had the opportunity to assess the success of the consultant in improving school leaders' ability to identify appropriate use of teacher instructional techniques. It reinforced the alignment of training to practice, which provided rich dialogue between and among members of the district's instructional leadership team.

Strategy 5: Re-establish the district's reputation.

The keys to influencing and enhancing the district's reputation—the fifth strategy—were to embed a collaborative environment at all levels and to give the district a marketing makeover that would establish a new look and hence a new brand for the district.

The makeover included a new logo and tagline for the district (“You will be amazed.”); an updated website; new letterhead and business cards; PowerPoint templates for sharing timely information; several newsletters that offer district and school perspectives; publication and distribution of budget reports; new brochures for key district programs and for every school in the district; and recruiting materials.

The district increased the use of pictures, especially of children engaged in learning and exploration activities in classrooms and facilities around the district, and decreased the amount of text in all documents. The tried and true statement “a picture is worth a 1,000 words” has been embraced across the district.

We hired a public information officer (PIO) to develop the promotional materials and to promote the district through the media. The PIO has been critical in launching our tagline in the community by establishing relationships with the local media. Press releases and direct mailings are our two primary methods to communicate the district's message of excellence.

I have sought out and met with all of Madison's state legislators to establish working relationships. The district has hosted breakfast opportunities for our parents and community members to meet the legislators who represent Madison School District so we can lay the foundation for key issues facing Madison now and into the future.

The realization that fewer than 10 percent of the district's households have students in our schools was an important consideration for us to remember in all communication about district initiatives—especially those initiatives requiring a vote of the public. As of this publication, the district draws more than 30 percent of its student population from

outside district boundaries. Madison School District is a district of choice and has become a destination district for many valley families in the past several years. Continuing this influx of students from outside the district and encouraging existing district families to continue to choose Madison for their children are major focuses for campus and district leaders.

Collaborative communication with key policy leaders has advanced our branding of the message of education excellence across all of our schools, reinforcing Madison as a district of choice for families inside and outside our district boundaries

Reflections and Next Steps

Many of these strategies will take time to evolve into substantial cultural changes. The key is to provide some stability to allow leaders at all levels to put politics aside and refocus on the main mission of the district: the enhancement of student achievement. The governing board is cohesive and working to accomplish the newly developed goals, giving district leaders autonomy in daily operations.

Next steps are to solidify, in a meaningful and productive manner, the five strategic approaches implemented throughout this school year. We will continue to deepen quality relationships among district leaders, board members, employees, key parents and our business community. To promote and to increase a collegial, trusting environment among employees with collaboration as a standard method of operation is the daily focus. Continually monitoring initiatives and adjusting as necessary also are part of our strategy. Finally, at the beginning and the end of each day, each of us is challenged to market and to celebrate the greatness of the Madison School District!

Lawyering Up: Finding the Right Legal Counsel for You and Your District



BY T. C. MATTOCKS

T. C. Mattocks is superintendent of the Bellingham, Mass., School District.

“Cowboy up!” is a phrase borne out decades ago in the dust and gritty arena of the American rodeo. In two particular events, the bareback riding and the bull riding, when the cowboy is settled into the momentary comfort of sitting astride a 2,000-lb. wild

animal in a tightly confined space, it is announced that there is a “Cowboy up!” However, when the gate opens to the arena and animal and cowboy are unleashed to see which can outlast the other in the ensuing eight seconds of eternity, it is then that tenacity, strength, guile and sheer willpower take over. The situation is similar to school leaders’ need to know and understand that a wild ride is ahead as soon as they take over the reins of the superintendency.

It must have slipped the minds of the Madison school board that hired me in February 1990 that the school district was about to enter litigation with the ACLU on several First Amendment issues. I had no idea about the situation I was walking into.

Based on a local “Jane Doe” citizen complaint, the school district was alleged to have abetted student prayer at their high school graduation, distributed administrative documents regarding graduates wearing their “Sunday best” clothes, and permitted coaches to lead their players in prayer before ball games.

Because of the strict neutrality for which school districts are held accountable in the area of the First Amendment, the issues surrounding administrative pronouncements regarding attire and coaches leading students in prayer were resolved before the matter was litigated. The school district eventually prevailed on the rights of students to pray at their own graduation ceremony (*Doe v. Madison School District*), one of only three districts that have been able to do so nationwide.

I share this story with you as an illustration of the fact that the success of your term in office as superintendent will depend in no small amount on your ability to skillfully stay within the confines of the legal system.

Strategies for Success

In an article I wrote for the November 2007 issue of the *AASA New Superintendents E-Journal*, I argued that being a new superintendent in today’s litigious society demands that you quickly become acquainted with the school district’s legal team. This imperative applies not only to those new to the superintendent’s chair, but also to those sitting superintendents who move to a new school district. The problem arises when the district tries to find legal representation that is the “best fit” for both the superintendent and the school district. It is about finding that comfort level with legal counsel so that when the gate is opened to the legal arena, everyone has a good grip on the reality of what lies ahead.

Finding the “best fit” requires that the superintendent take action on a variety of fronts. A few considerations are:

- Investigate the pedigree of the lawyer.
- Identify specific training in public sector and education law.
- Discover the personal belief system of the lawyer.
- Initiate a background check on the current work of the lawyer.

- Know the cost per hour for services rendered.
- Meet other members of the firm with whom you may be working.
- Get firm guidelines from the school board regarding the lawyer's contact.
- Determine rules of engagement with legal counsel regarding confidentiality.

Investigate the Pedigree of the Lawyer.

There are about 200 law schools in the nation, but few offer formal training in school law. Some, such as The Ohio State University, offer a joint J.D. and Ph.D. in educational leadership, which is an indication that the newly minted lawyer has devoted no small amount of time studying issues unique to the school culture. Lacking a choice from one of the specialized training institutions, you might want to concentrate your search on those lawyers who specialize in issues in public sector or labor law rather than corporate law or tax law as a better fit with the ideals of the school system you lead.

The more you specialize your lawyer's education requirements in a sector dealing with problems at least comparable to the school setting, the less "training" you will have to provide, or pay for, for your new legal counsel.

Identify Specific Training in Public Sector and Education Law.

Due to the dearth of specific educational opportunities in school law, most lawyers wander into school law after establishing their practice. Your challenge is to locate the lawyer who can offer sound advice pertinent to the educational setting. Many state school board associations and administrator associations have legal counsel on retainer to answer the tough questions that occur almost every working day. With permission from the specific organization, the superintendent can contact the lawyer for informal discussions about the impending problem. Most of these lawyers have extensive background in areas such as labor law and special education law, and can give guidance on a temporary basis.

If you are working in a state where you are left to your own devices about finding an attorney, one good place to start is with the [National School Board Association's Council of School Attorneys](#). This is a group of more than 3,000 attorneys nationwide, from 37 affiliate state councils, who "work to improve the practice of school law and prevent lawsuits against public schools."

Another group that deserves your attention is the [Education Law Association](#), whose membership is composed of school attorneys, professors of school law and school administrators.

Discover the Personal Belief System of the Lawyer.

It may sound trite, but does the lawyer believe in our system of public education? Does the lawyer believe that his or her job is to defend you even when you are wrong, thereby wasting school district resources that could better be saved for another day? Does the

lawyer believe that there are times when the odds are insurmountable but that a good fight can still be waged?

The latter scenario was one I encountered in the *Doe v Madison School District* case. The lawyer on retainer was asked what chance we had of fighting the ACLU on a school prayer issue. The lawyer stated that he believed the school board had “only a three in 100 chance” of prevailing. The school board felt adamantly that the cause was just and asked me to find at least two other lawyers they could interview who were more positive about the issues. The legal team that was ultimately hired proved excellent and produced a winning argument that the former school board lawyer had dismissed as unworthy of his time and effort.

Initiate a Background Check on the Current Work of the Lawyer.

This is where your due diligence as a superintendent comes into play. If you are recommending a principal to be hired as a member of your administrative team, you certainly have thoroughly checked this person out in terms of job performance, relationships with peers, knowledge of the teaching/learning process and other important criteria. This lawyer with whom you will form a legal association deserves at least as much before cementing the relationship.

How good is the lawyer you plan to hire? Not only how good is this person in your view, but in the view of his or her peers, in the view of the local bar association and in the view of your peers? Ask critical questions about the timeliness of response this lawyer has given to others, the quality of advice, the value of the advice for the price paid and the ability to present winning arguments. Local and state bar associations have information sources regarding inappropriate, inadequate or unprofessional performance of all lawyers. You cannot leave this stone unturned before you make your final decision.

Contact school districts that have used the lawyer in the past and get their impressions. This is the time when you need to talk with superintendents in your area about the legal counsel they are using. Have the lawyers succeeded in getting favorable settlements? Was legal advice they were given applicable to the situation? Was it relevant to all concerned? Was it in line with the latest opinions of the U.S. Supreme Court and the Appellate District in which you work? If other superintendents tell you they have had problems with a certain legal firm you are considering, you may want to cast a wider net.

Know the Cost Per Hour for Services Rendered.

Good legal advice is not cheap. If you think you are going to save the school district money by hiring the cheapest lawyer, you will probably be in for a rude awakening down the road when adverse opinions and decisions come down against your school district. It behooves all superintendents to seek the best legal counsel your school district can afford in order to get the best outcomes for their legal problems.

You also will want to know at exactly what point you begin paying for the lawyer's time and talent. Realize that any impromptu discussion with a lawyer may not be worth much if you are not paying for it. On the flip side, the lawyer may be charging you for even the most trivial of conversations; if so, find another lawyer!

Also, until the lawyer has actually met with you to discuss the full import of the situation, you do not have any firm ground on which to make an administrative decision. When legal advice is given under these circumstances, you always have the choice to (1) take it, (2) ignore it or (3) get a second opinion.

Meet Other Members of the Firm With Whom You May Be Working.

If you are going to be working with a lawyer in a multi-staff legal firm, who will you be talking to when your main contact is on the phone and you need immediate help? The pedigree, training, belief system and availability of the second or third person you will be working with are just as important as the first person. Before you make any final decisions about your choice of legal counsel, meet everyone who potentially could be giving you legal advice.

A bonus in working with junior members of the office is the fact that your legal fees may be charged at a lower hourly rate than if one of the partners serves as your lead attorney. If you can get sound advice from a younger member of the firm, and you trust that advice, why pay more for the same words from the mouth of one of the partners?

Get Firm Guidelines From the School Board Regarding the Lawyer's Contact.

I have worked in school districts where the school board chair was the only one who could make the decision about contacting the school board's lawyer, and I have worked in other districts where it was within my job description to decide when I needed legal help for a problem.

Since legal advice could decide your ultimate fate in the school district, I am admittedly biased in favor of the superintendent having the power to decide when to contact the lawyer. Having the personnel, student discipline or threatening parent problems you face as a superintendent subject to the whims of a political school board person leaves you, as they say, "slowing drifting in the wind."

The best way to ensure control is to include in your contract the stipulation that you have the right to contact the school district legal counsel at board expense whenever you believe a school-related issue warrants. Such permission in your contract should be backed up by school board policy that outlines general situations in which this contact is authorized. In this manner, you are not only following board policy, but also your professional judgment as outlined in your contract.

Determine Rules of Engagement With Legal Counsel Regarding Confidentiality.

Okay, you've got an attorney. Whether the school district has in-house legal counsel, has a designated attorney on retainer or leaves it up to you to select someone in the event of a legal problem, you must be up to speed on recent legal decisions affecting the school district, what legal actions are pending and what potential legal problems could arise in the near future.

Talking with your school attorney should be as comfortable as talking with your closest friends. This comfort level is important because you will usually be discussing people's lives and careers.

This is where you will need to have an explicit understanding with your lawyer about the strict confidentiality that will be required on any matters you discuss regardless of time, place or topic. There can be no worse scandal in the community than if you believe you are speaking in confidence to your lawyer about a school matter only to find out that the lawyer assumed you were talking to him as a friend and shared your conversation with others.

In my first years as a superintendent in rural Montana, I could not have named an attorney if I had been forced to call one. Times have changed! Your ultimate success as a superintendent will, in no small part, be determined by how well you handle the legal struggles that come your way. The more efficiently you resolve legal issues that can bog down instruction, drain school district resources and relieve the tension created in every legal battle, the more you remain available to deal with the ultimate challenge in today's schools: student performance!

Leading Bold Change Certification Workshop

Learn to **create "Leaders at All Levels!"** AASA, the AASA Center for System Leadership and ISB Worldwide are offering an opportunity for school system leaders to attend this dynamic and thought-provoking workshop, June 4-5, 2008. Based on **John Kotter's** best-selling book, *Our Iceberg Is Melting*, this empowering workshop on organizational change will inspire you to take action when you see that something needs to be done. AASA members receive \$750 off the cost of the workshop. All workshop materials and certification documents will be provided. For more information contact [MaryAnn Jobe](#) at 703-875-0734. [Read more information and register now!](#) Workshop size is limited.

Contact Us

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The American Association of School Administrators is the professional organization for nearly 14,000 school superintendents.