



Women Administrators Conference

2004 monograph

November 4–7, 2004

Ritz-Carlton/Pentagon City

Arlington, VA

American Association
of School Administrators

Women Administrators Conference
2004 Monograph

Leadership in a Time of Change



November 4, 2004
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Notes from the Editor

By Helen Sobehart

Without hesitation, Paul Houston agreed to write the Foreword for this monograph. That may not seem particularly noteworthy. After all, Paul is Executive Director of AASA, so why wouldn't he choose to do this?

It is significant because, without Paul and the visionary leadership of AASA, there would be no reason to write a Foreword - this 2004 edition of the monograph would not exist. In 2002 and 2003, the Wallace Foundation graciously funded the development and dissemination of the first two years of a monograph from AASA's annual Women Administrators Conference (WAC). Although the conference had been held for over twenty years, the wisdom of women who experienced the conference in person was lost to all others. The Wallace Grant provided the impetus to finally capture and share their voice.

Evaluation data collected over the past two years demonstrate that the monograph has been used by both males and females for personal growth, mentoring, and staff development, among other activities. Even more powerfully, a focus group of women who have used the monograph, described in rich detail the emotional importance of such a collection. You can read their compelling reactions in the article entitled "Women in Leadership - Focus Group Discussion."

Nevertheless, as we too well know, initiatives developed with external seed money, even when founded in success, can often die on the vine without knowledgeable and caring gardeners who know that they must keep the nourishment level high. In this case, we have able gardeners. They are led by Paul and his strong Associate Executive Director, Sharon Adams-Taylor, who has for a long time been the driving force behind the WAC. They made the decision to nourish the minds and hearts of school leaders nationwide by continuing this monograph in partnership with Duquesne University's School of Education in Pittsburgh, Pennsylvania. It is a pleasure to work with them to nurture the growing vine as editor of this work.

So I return to the importance of Paul's Foreword. It leads a monograph that continues to grow on strong roots. He emphasizes this theme: leadership characteristics that we know to be important for children, especially during changing times, are often those most associated with women. As you'll see in the Table of Contents, his Foreword intertwines two major paths of the conference - the work we must do in service to our children, and the work we must do in service to ourselves and each other.

So I want to thank you, Paul, and of course you, Sharon, for modeling the leadership we need in changing times. You honor the work of women in educational leadership by living out the advice of another great leader, Benazir Bhutto. It was Sharon who gave this quote to me, a quote which I proudly use on the footer of my electronic mail. In turn, I am pleased to honor Paul and Sharon by using it here, **"What is not written, is not remembered."**

Dr. Helen Sobehart is the Director of the Leadership Institute at Duquesne University's School of Education in Pittsburgh, Pennsylvania. Questions and comments about the monograph are always most welcome at her e-mail address, sobehart@duq.edu.

Monographs are electronically available on both AASA's website (www.aasa.org), and the Leadership Institute at Duquesne University School of Education (www.education.duq.edu/leaders).



Foreward

By Paul Houston

For the last twenty four years AASA has sponsored a conference focusing on the needs of women in school system leadership roles. This has been not so much to address the needs of women as to address the needs of the profession. It is ironic that a profession so dominated by women at various levels finds itself under represented at the top. It appears that women are seen as good enough to do everything but lead. Yet, the greatest irony is that given the demands of school systems, what is needed most are the skills and insights that women bring to the task.

The day before the 2004 Women's Conference I was participating in the 15th anniversary of the 1989 Education Summit in Charlottesville, Virginia, where the National Education Goals were pronounced. This summit came just a few years after the seminal "Nation at Risk" report and formed a centerpiece in the "reform" movement of our country. Again, the discussion of "reform" itself is laden with irony because what we have done as a nation is to dramatically change what we are asking our schools to do. We have moved from expecting the schools to be a place of "access" for learning and an institution which "sorts" workers for our economy into an institution that raises all children to high proficiency.

If this goal is to be met, we will need a new way of providing resources to schools but we will also need a new way of leading them. Schools will have to find ways of creating synergy within their communities. They will have to create new ways of tapping the gifts that staff and children bring with them—they will have to find a way of moving from a deficit model of education to one focused on assets.

One night during the Women's Conference, I took some time to see the movie "Ray" which was a powerful depiction of the life of the great entertainer, Ray Charles. Ray Charles was born a poor black child in the deep south, raised by a single mother, challenged by all the issues that race and class give so many of our children. Early in life he lost his sight and yet that loss provided him with the challenge for greatness. He overcame his challenges and gave the world his gifts. And he showed us there is more than one kind of vision. One of the things I liked about the movie was that it was a movie about redemption. I think any educator who takes his or her role seriously understands that redemption is at the core of education. Education allows us to overcome and prevail and to be born anew.

As I sat through various sessions of the conference I kept thinking about a song that I knew from my childhood in church—"His Eye is on the Sparrow." There is a verse that says, "I sing because I'm happy, I sing because I'm free, for His eye is on the sparrow and I know He watches me." It is a song of comfort. It tells us that we are taken care of. But for educators, our job is to keep our eyes on the little sparrows in our charge so they can be "happy" and "free" for that should be the goal of

education. Our redemption comes by redeeming others.

Another image that came to me during the conference over and over again was that of a rainbow. I have always had a fascination with them as I know others have. But they just aren't pretty events that take place after a storm. The symbol of the rainbow is one of a covenant between God and man. And education, too, is about our covenants with our children and our communities.

A few years ago at the AASA National Conference on Education, Wayne Dyer was one of our speakers. He said something that has stuck with me to this day. He suggested that we live so that we will not die with our music still in us. What a wonderful challenge. One of my favorite stories involves a concert given by Itzhak Perlman, the great violinist who, it has been told, once completed a concert with only three strings on his violin, after one had broken in mid song. At the end he is reported to have told the audience that it is the artist's task to make the most music they can with what they have left.

In this era of reform, standards, high stakes testing, and reduced resources, it is easy to feel that we have very little left. Yet, like Ray Charles, or Perlman, we must make all the music we can for our children.

I have often said that the future of educational leadership belongs to women—if they will step up to the leadership opportunities that are out there. Women understand the challenges. They can communicate, collaborate and create a symphony of possibility. They count each sparrow and they know how to make music.

During the 2004 Women's Conference we honored Dorothy Height for her lifetime of work by giving her the American Education Award. Dr. Height often quoted Frederick Douglass who once said, "In the quest for equality and justice, at times it may well be that your only reward is the opportunity to stay in the struggle."

Women have been in the struggle for equality and justice for a very long time and they understand that even when things are at their worst, there is the possibility of the rainbow and of music. We hope that the proceedings of this meeting will offer insight and serve as an inspiration to stay in the struggle and to keep making the music.

I plan to be at the 25th anniversary of this great conference next November, and I hope you will, too.

Dr. Paul D. Houston is Executive Director of the American Association of School Administrators in Arlington, Virginia.



Changing Conditions for Students

Thinking Anew

By Carolyn Warner

I. INTRODUCTION

A. Good morning!

I wish I was here to tell you this morning that “Help is on the way!” I’m not . . . and it isn’t! I also won’t tell you that this has been a good week for public education in America . . . because it hasn’t! But what I most definitely *will* tell you is that I’m glad to be here. I’m glad all of you are here, and I’m really, really glad to be with you! I’m glad to be with you because you are educational leaders, and you are women. That means that you are risk-takers, it means that you are fearless, and it means that you are important.

You are risk-takers, even in 2004, because women educational leaders like all of you still have certain challenges that your male counterparts don’t have to face. You are fearless because you will take on whatever it is you need to take on in order to get the job done! And you most definitely are important because if you are involved in educational leadership in America today you are part of a collective team that is doing the most important work on the planet: preparing future generations of young people to take *our* places. So, on all counts I’m pleased to be in your midst.

B. To tell the truth I’m pleased to be with you because I need some cheering up right now, so it is a special treat to be with the bright, capable, dynamic women who help AASA be what it is. I especially like the fact that this Women’s Conference brings together a variety of women educational leaders who have a commonality of interest, but who work at their leadership responsibilities in different ways and with different styles. I also like the fact that this is a group that looks ahead . . . versus that “over the shoulder” mentality into which a lot of folks are locked. It’s like my good friend Barbara Erwin says, “You can’t go forward very fast if you’re looking in the rear view mirror.” You can’t lead that way, either! Well, being aware of all that, and knowing this organization, but also being aware that the makeup and the dynamics of each group is always different, I thought about how I could frame some remarks that would be appropriate for this particular group.

I turned to a source that I felt would have a good “fix” on what my message should be. Now I’m not going to incriminate anybody, but my source was supposed to be quite knowledgeable. I’m not saying it was Sharon, and I’m not

The challenge for educators is to do a much better job of explaining the mutuality of interest that exists between business and education to a greater degree today than at any time in American history. As our case is new, so we must think anew and act anew.

Carolyn Warner

saying it was Paul Houston. And I’m not saying it *wasn’t*, either! But whoever this person was they told me very frankly what my mission should be. They said, “Well, Carolyn, this is kind of a different group this year.” Now let me tell you to a speaker, hearing the words “different” about your audience makes those little hairs on your arm stand up. So I said, “Different? Just what do you mean – different?” And my informant said, “You know, Carolyn, just ‘different.’ Basically, you should give them the Three Fs.”

That’s what they said and that’s when I knew I was in trouble. I served as Superintendent of Public Instruction for 12 years. I’ve been around. I’ve been to national political conventions, Presidential inaugurations, weddings, bar mitzvahs, revival meetings, parades, rodeos, and five continents. I’ve heard of the Three Bears, Three Coins in the Fountain, Three Blind Mice, the Three Stooges, the Three Faces of Eve, and the Three Wise Men. But I’d never heard of the Three Fs. I tried to fake it as long as I could, but I finally had to ask, “What do you mean the Three Fs?” And my contact looked at me, clearly thinking that I really *was* a dumb Okie, and finally said, kind of resigned-like, “You know, Carolyn, we want you to give them some Fun, some Facts, and some Philosophy!” Wow! Was I ever relieved! Some Fun, some Facts, and some Philosophy. I can do that!

If there were ever leaders who must operate on the basis of enjoying who you are and what you do in the face of sometimes overwhelming obstacles, that would be you! You’d better be able to laugh, because it’s always better than the alternative. If there were ever a group who operated on the basis of the facts, the realities of your calling and the realities of education in America today, that would be educational leaders like you! And if there was ever a profession more rooted in what I consider just about the noblest philosophy in American society – the belief that everybody can learn, and that people of every age are entitled to the opportunity to receive a quality education – it would be the people who are gathered in this room today! So these Three Fs, far from being trivial or inconsequential, are kind of the building blocks of who you are and what you’re all about, and I’m proud to be standing here before you today! You are great people, doing great work, for a great reason. And today,

and I really mean today – November 5, 2004 – America needs people like you.

C. I know, and you know, that the myriad of challenges that confront education and educators today is essentially unparalleled in American history. I used to think that those long-ago teachers, out on the prairie or deep in the woods, in a one-room school, maybe with a stove, maybe not, had it rough. I expect many of you who are in urban, inner-city districts might consider that kind of assignment something like summer camp!

It used to be that society understood that educators did something very important, very necessary, something worthy of at least societal support, even if they didn't think it was worth much in the way of salary! Does American society understand that today? I really wonder. From the studies I have seen about people who leave the profession before retirement, many within five years of beginning, it isn't the money that's the deal-breaker. It is working conditions, lack of support, and a frustrated feeling of isolation that even those teachers in one-room schoolhouses probably didn't experience.

So part of my point here is that I think it is vital that educational leaders like you need to have the opportunity to come together, to gather at conferences like this, in order to think together, to share strategies, to plan, maybe even to "complain together" just a little bit. It's good for the soul as well as the cause!

II. THINKING ANEW

A. So here you are in difficult times thinking about how you deal with the realities that are on your plate today. How do you deal with the challenges, the problems, the under-funded budgets, the bureaucracy, the high-stakes testing hysteria that is probably only going to get worse (at least at the Federal level), and what I fully believe will be a stepped-up assault from several levels of government and society on public education? I have decided to take my advice on this matter, and I share it with you today, from a US President who is looking better every day: Abraham Lincoln. Lincoln said: "*As our case is new, so we must think anew, and act anew!*"

Does that have anything to do with the challenges that public education and educators face today? You bet it does! You could certainly argue that today's challenges are not really new, and that what all of us understand about the issues are basically what we have known and been saying for years. Yes, you could make that case. But to do so would be to miss what I consider to be a significant opportunity that those of us who understand the centrality of education to the future of America cannot afford to pass up.

B. Your Conference agenda, "Leadership in a Time of Change," speaks to a wide variety of areas, tied together by what appears to be the common theme of exploring better ways, or changing ways, or new ways to succeed in your challenges. Clearly, the one operative word here is "Change."

And that is an appropriate word for reasons that you under-

stand better than I. This is a different day and a different time for education in America.

Lincoln said something else that I think is pertinent here. He said that, "*The quiet dogmas of the past are inadequate to deal with the present crisis.*" That is exactly where those of us who believe in education find ourselves today. We can fall back on the quiet, or even the not-so-quiet, "dogmas of the past" and we can literally and figuratively wear ourselves out fighting new battles with old weapons. We *can*, but I hope we won't! Because that is fighting a battle that cannot be won.

C. What we must do is separate the rhetoric, as illustrated by the application of three key words, from the hoped-for reality of what those three words really mean. What do *I mean by that?*

I would argue that the onslaught of rhetoric and legislation from politicians, pundits and preachers, and we're going to hear them a lot louder in the coming months, center on the three central "buzz word" wedge issues of "school choice," "assessment" and "accountability." We need to understand, in the context of *those* folks, what those words really mean: "**school choice**" means, of course, vouchers; "**assessment**" means finding public schools failing, in order to trivialize them and further under-fund them; and "**accountability**" means judging our schools and our educators to be inadequate or incompetent. But in "thinking anew" we cannot, must not get suckered into accepting *those* definitions.

Because *we know* that parents and students should not be locked into failing schools at any level, without hope of relief or improvement. *We know* that assessment is both a valid and an essential tool when used appropriately. *We know* that education and educators cannot and should not be free of accountability or standards for measuring successful performance. And we've never said otherwise! But as we work to cope with the challenges that confront us we must understand that if we actually care about the future of our children, that is, the future of our society and our country, we must think anew and act anew about the "case," as Lincoln put it, for public schools. And the operative words here are *think* and *act!*

So what I propose to you today is that we think and act anew on behalf of the future of American education, and the future of our nation, both of which hang in the balance. And I propose that our framework be what I characterize as the Three Cs, not the "Three Fs," but the *Three Cs of Opportunity* for Education in the 21st Century: *crisis; collaboration; convergence.*

III. CRISIS

A. I call myself a "Pragmatic Optimist." Some of you may know me, for too long in some cases, and I hope you would agree with that self-assessment. So the *optimist* part of me wants to believe this time of challenge for public schools today falls into the "It's always darkest just before the dawn" school of thought; that maybe we're on the verge of a better time. But the *pragmatist part of me, especially after the events of this week, says, "Is that light at the end of the tunnel an on-coming train?"*

The demands upon educational leaders and the institution of education itself have never been greater, the resources to meet these demands have never been stretched tighter, and the stakeholders of our enterprise have never expected more.

Likewise, the demands upon the American economy have also never been more urgent. The challenges confronting our economy due to a convergence of negative forces have never been greater, and the stakeholders – and stockholders – have never demonstrated the level of cynicism, skepticism, and down-right anger that we see today.

B. Where education is concerned, I think we can look at most of the 1,074 pages of the *No Child Left Behind* act as being a collective set of reactions to the frustration, perhaps we could call it a sense of crisis, that is felt across the political spectrum about the perceived condition of education in America today. Someone recently said that NCLB is a piece of legislation with aspirations almost too difficult to meet, that the “spirit” of it is well intended, but that its details are so thorny as to make it impossible to meet both the spirit *and the letter of the law*. *I think that’s probably a pretty fair summary.*

Unfortunately for schools, parents, students and educators, it is the letter of NCLB that is descending upon states, school districts, school buildings, classrooms, students, and teachers. No matter how much duct tape and plastic sheeting the administration tries to stick on and around NCLB, we are faced with the letter of a law that appears to mean almost exactly opposite of what is being said about it: less support; more rules; harsher punishment for failure; and a level of under-funding that is, to my thinking, essentially criminal! Quite a combination, no?

C. So how do we convert the *Crisis* I’ve just reviewed into positive action, even positive dissent, if you will? I suggest we begin by realizing that, in the other institution I mentioned a moment ago as being under similar stress – American business and industry – we actually have a potential partner with enough power and resources to help us move from *Crisis* to positive action. The challenge for educators is to do a much better job of explaining the mutuality of interest that exists between business and education to a greater degree today than at any time in American history. “*As our case is new, so we must think anew and act anew.*” *Our case, education’s case, is that we must educate employers and educators, and cause both to realize that they need each other’s genuine commitment to dig out of the hole that they each occupy. The reality of diminished resources clearly argues against trying to “go it alone” in dealing with mutual challenges. By collaborating, each sector can help themselves, help the other sector, and not only fill in the hole, but build up a mountain of achievement from which each can view the good works that have been achieved.*

Yes, American education and the American economy are both facing crises, and these crises are going to get worse before they get better. Yes, it is much more difficult to solve these challenges than it is to complain about them, and easier to play the “blame game” that is America’s favorite indoor sport. As the great American historian, Henry Steele Commager, said, “Fault

finding is so much easier than fact finding.” But if we’re as good as we think we are, as good as I believe we are, and if we display as educational leaders the ingenuity and the energy that have always characterized us when confronted by a crisis, we will recognize the opportunities that have converged upon us. We will collaborate in order to maximize these opportunities, and we will meet this crisis, do our level best to solve it, and keep on moving forward. That’s who we are! That’s what we do! That’s why every one of us is here today!

Whether it was helping to shape one nation out of many peoples, a challenge that continues today; or dismantling the evil of racial segregation and the many layers of discrimination that are rampant in American society; answering the challenge to put a man on the Moon; creating an environment in which special needs children have more and better educational opportunities than ever before; or dealing with family structures or non-structures that are more complicated than ever before, thus producing children whose needs are equally complicated; American education has never failed in a crisis. And we’re not going to fail now, either!

And we’re not going to fail because leaders like you aren’t going to permit us to fail!

IV. COLLABORATION

A. I think one of the most over-used and little understood words in the English language is the word *Collaboration*. I hear it all the time from educators, and I seriously doubt that anybody really thinks about what it means. If I’ve learned anything, one thing that I learned a long time ago is that *there is a vast difference between cooperation and collaboration*. To me, *it is like the difference between information and knowledge*. *Information is a collection of things you know, but knowledge is a collection of things you understand. Business and education can cooperate with each other, and have for many years with varying*

From the studies I have seen about people who leave the profession before retirement, many within five years of beginning, it isn’t the money that’s the deal-breaker. It is working conditions, lack of support, and a frustrated feeling of isolation that even those teachers in one-room schoolhouses probably didn’t experience.

Carolyn Warner

degrees of success and enthusiasm. From "Adopt-a-School" programs, to gifts of computers, to business executives reading to children, all of which are very good things, we see people pointing at these things and saying, "See how we cooperate with schools?" That's great. And we need that kind of "cooperation" to continue.

But I sense that today, for reasons including abject necessity and fear, employers are gaining a clearer understanding of just how important education and educators are to the future economic success of the enterprise that is America. From kindergarten through high school, to community college, graduate school, or technical training, they realize how important you are to their enterprise.

Likewise, educators are beginning to more clearly understand that they have an obligation to society, not just to a student or to a class of students, but to help all young people develop into competent adults capable of being productive members of society and of the work force upon which society depends. Now this is a simplistic overview of the convergence of need and understanding that is, I believe, in its infancy. But in its simplest terms, these understandings lay the foundation for a true collaboration, based on mutual need and mutual dependence, that bode well for education in America.

B. Now I personally believe that these new terms for *collaboration, based on mutual need and not a spirit of sympathy or charity, is a very good thing.*

Like the Matron "Big Momma" Morton sings in Chicago, the law that makes it all work is the law of "RE-CI-PRO-CITY!" And I want to tell you, I'm a great believer in that law. No matter how much good you think you want to do in order to help out someone for whom you feel sorry, that pales in comparison to the good you might be willing to do if you know you're going to get something back that you want in return.

That's the opportunity, the challenge, for leadership in a time of change. You have in your schools something that employers desperately want and need: young people who have academic *and* social skills. Employers are crying for both, believe me, to begin at the beginning and progress along a continuum of intellectual and/or technical growth. The work place and the work force have changed and are dramatically changing.

Drawing upon the thinking of John Gardner and some collaborative work we did together, I do lectures and seminars all over the country on what education is and isn't doing to prepare what Gardner calls the "Knowledge Workers" of the 21st Century. My work on the National Skill Standards Board served to reinforce just how much the private sector is coming to realize that without America's public schools they are going to be, in just a few years, in very deep "you know what." So educators must seize this opportunity, and work to convert this desperation into a collaborative effort to override the deafness, to overturn the punishment, and to overpower the unwillingness to engage in an honest dialogue with the American people about how to really increase the odds for all of America's children. We've got to talk about what it *really* means to leave no child behind.

C. Is corporate America actually beginning to think about public education as being its only guarantor of future success? Well, let me ask you this: why do you suppose Microsoft and Intel both filed *amicus* briefs a few years ago supporting Michigan's plan for weighted college admissions? Because Bill Gates and Craig Barrett are card-carrying, bleeding-heart members of the ACLU? *S-u-u-u-re they are.* It's pretty simple. If Michigan, and every other state, doesn't produce college graduates who reflect the overall face of American society, then who's going to buy and use, not to mention assemble and write code for and sell and repair, the computers that run on Intel chips and Microsoft software? The demographic reality of America in 2004 is that if American business and industry wishes to depend solely on Anglo males, or even if things get *really* desperate, on Anglo males and *females*, they are wading in a very shallow economic pool. These corporate leaders are beginning to figure out that those special visas they've been getting that allow them to import skilled technical workers from overseas simply aren't going to be enough to meet the impending shortage of high skill/high wage workers.

The reality in a post-September 11th world is that working in the U.S. may increasingly be less attractive to these skilled workers. The converse of that, the exporting of these kinds of jobs offshore, while it may seem like the quick fix of the moment that the administration tells us it is, by no means is in the long-term interests of American business. Why? Because in the protracted and ever-more-costly "shadow war" against both terrorism and rogue states that this government seems determined to pursue, the once quick and easy solution of simply moving your plants or your workforce overseas is growing ever more costly, ever more risky, and will become ever less attractive. The globalization of the world's economy that was considered a *fait accompli* not so long ago might be slowed to no small degree by events that have nothing to do with *economic interests, and everything to do with social and political dangers!*

D. Now make no mistake. I don't believe and I'm not suggesting that the interests of education, of schools and educators and kids, should be subservient to the priorities of employers. That is emphatically NOT what I mean. But a nation that cannot sustain itself economically and socially because it is a nation whose citizens lack an adequate education, will be a nation in which too many of its people are not productively employable.

Even worse, we will be a nation in which people like you and me and the rest of us will be supporting, for the rest of their and our lives, at a much higher cost by way of the criminal justice and social service systems, people whose chief failing is that schools and society failed them! That's not acceptable! It's just not acceptable! But I have a deep conviction that when educational and corporate leaders collaboratively address these challenges in the spirit of reciprocity amazing things can happen. And I also honestly believe that the time is right for our schools and our businesses to move into an era beyond charitable cooperation and into an era of collaboration that will serve us all extremely well.

I believe that there is nothing more important than a Convergence: a convergence of need, a convergence of an understanding of interests, and a convergence of reality, or “realities.” In America today, the Crisis that brings educational and economic interests together and the opportunity presented by the crisis to create a Collaboration that can help meet our challenges, brings us to a point of Convergence that may well be a watershed for the future of our country.

Carolyn Warner

V. CONVERGENCE

A. In thinking about how to summarize my challenges to you today, I come to my third C: *Convergence*. I believe that there is nothing more important than a *Convergence*: a convergence of need, a convergence of an understanding of interests, and a convergence of reality, or “realities.” In America today, the *Crisis* that brings educational and economic interests together and the opportunity presented by the crisis to create a *Collaboration* that can help meet our challenges, brings us to a point of *Convergence* that may well be a watershed for the future of our country. I also have concluded that this particular convergence could not have occurred much *before* now because this convergence is so totally dependent upon *technology*! Think about it: in 2004, for the first time in our history (give or take five years), we are at a *point of convergence when technology can help both educators and employers* attain some long-dreamed-for goals.

B. Technology, wisely and intelligently employed, can help educators achieve the dreams of individualized assessment and instruction, the Individualized Learning Plan, and the kinds of technology-powered learning and instructional support that all of us have hoped for and talked about for years. Likewise, technology wisely and intelligently employed, can help employers achieve the dreams of skill standards identification and measurement in the work force at every level that is essential to a high wage/high skill economy. Up until just a few years ago, no matter how much brain power we had, there weren't enough hours in the day, or trees in the forest for that matter, to allow us

to do what we can now do on both goals using technology.

What is fascinating about convergences is that very often they just happen.

I think we are at one of those “happening” times. Because without the enabling technology, the business-education convergence about *standards, assessment, instruction, and certification of performance* really couldn't happen.

In terms of human capital alone (time and labor costs), without technology, we would still be doing a lot more talking than doing.

C. So does this mean that some kind of technological *Age of Aquarius* has dawned in which business leaders and educational leaders will march hand in-hand, maybe even singing “Kum-ba-ya” as they march off into Utopia?

Well if you think so, please vote absentee in Ohio and don't buy a bridge from anybody but me! It does mean that educational leaders and educational thinkers and practitioners who understand the nature of the crisis, who have the courage to collaborate, and who are smart enough to see the opportunities inherent in a convergence of interests, and use all of these assets advantageously, can achieve a lot of things that might not have been possible in less risky, more *status quo* times. Remember: “As our case is new . . . so we must think anew and act anew.”

VI. CONCLUSION

A. So where are we? We are, as I have said and repeated, at a moment of crisis for America's public schools, but also at a moment of opportunity if we have what it takes to convert, through collaboration and convergence, the crisis into something good: good for our nation, good for our people, and especially, good for our children. My purpose today is to help you think about these realities in a new light: to take the knowledge and the skills that you already have; to apply those resources to the challenges before us; and to gain a better understanding of how technology and the by-products of technology can help us achieve some very significant goals.

The simple reality is that if the people who know education best don't stand behind them and creatively advocate for them, then we will have been the generation that turned our backs, the generation who will have said to our grandchildren and our great-grandchildren, “You're on your own, kids. We've failed you and there's nothing more we can do. Good luck! We're outta here! Hasta la vista!” But that's not who you are and that's not what you're going to do! There is nobody more important than all of you, and the schools and school teams and educational enterprises you represent. Don't ever forget that!

B. For me, when I think about crises and opportunities and challenges and change, I think about another great American president, Thomas Jefferson. Jefferson and the other Founding Fathers, and Mothers, lived through times as fraught with crisis and challenge and, yes, opportunity, as any in our country's history. Tom Jefferson, more than perhaps any other single one of those remarkable people, was in many ways a man not just of his

My favorite Jefferson quote sums all this up, I believe. Over 200 years ago, he said: "There are extraordinary capabilities in ordinary people, given the opportunity." Jefferson knew this truth, and it is upon this truth that American education is rooted.

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times but for *all* times, because he had a grasp of things that not many people *ever* have.

My favorite Jefferson quote sums all this up, I believe. Over 200 years ago, he said: "There are extraordinary capabilities in ordinary people, given the opportunity." Jefferson knew this truth, and it is upon this truth that American education is rooted. That is why you do what you do: you take ordinary people, ordinary children, and you do your level best with the time and talents of your lives to help bring out those extraordinary capabilities that they have. You are the opportunity creators, without which we are lost.

More than anything, schools are about ordinary people, using the best tools available, and doing extraordinary things.

C. I think Jefferson also understood the power of symbols, and although he never saw the Statue of Liberty, he would have understood what it meant and why it was important. So perhaps Jefferson would have also understood how much like the Statue of Liberty are our schools, those institutions of education in which he placed so much faith. So I want you to think about it, too. Think about what you do in the light of what we think about that enduring symbol of our nation's freedom.

What is a school? What are the schools of America? They are neighborhood, community, "Statues of Liberty." Schools are there, holding aloft that gleaming lamp, welcoming every student, every parent, with no pre-conditions or qualifications. Young people of all shapes, sizes, colors, gifts and challenges, they come to the schools that you lead, and you take them in.

What an example of opportunity this is! What a wonderful testimonial about this land, and about you and what you do and where you do it - our schools!

I believe this so deeply that I've written a little poem based on those immortal words of Emma Lazarus that are engraved on the base of the State of Liberty. I want to close with this because I want you to think about that gleaming lamp, and the roles that you and every educator and all of our schools play in keeping it shining bright, as we go forward to meet America's new crises and, once again, overcome them.

A Dream For Our Children

Give me your hungry children . . . your sick children
. . . your homeless and abused children.

Give me your children who need love as badly as
they need learning.

Give me your children who have talents and gifts
and skills.

Give me your children who have none.

Give them all to me, in whatever form they come,
and the people within these school walls will, in turn,

Give you the doctors and the engineers and the
scientists and the lawyers and the ministers and the
teachers of tomorrow.

We will give you the mothers and the fathers . . . the
thinkers and the builders . . . the artists and the
dreamers.

We will give you the nation of tomorrow.

We will give you the future.

We will give you the American Dream.

May we always remember as surely as we have the abilities to think anew and act anew on the challenges that confront us, we do so as ordinary people doing extraordinary work; so that for the young people of America, the lamp shining in the door and through the windows of every school never goes out.

Thank you for allowing me to be with you today. I am proud to be a part of this wonderful enterprise that is education in America. I thank AASA, and the women leaders who are here today, for giving me this opportunity to be with you, because you give me hope and you renew my faith and my optimism in our collective future. And I could sure use it! I hope that when you leave this conference and go back to your communities and your school districts, you will do so with renewed energy, renewed commitment, and renewed faith. It has been wonderful to be with you. Thank you . . . and God bless.

Carolyn Warner is President, Corporate/Education Consulting, Inc. in Phoenix, Arizona.



Value-Added Assessment: Powerful Diagnostics to Improve Instruction and Promote Student Achievement

By Ted Hershberg

If an unfriendly foreign power had attempted to impose upon America the mediocre educational performance that exists today, we might well have viewed it as an act of war.

- A Nation at Risk, 1983

This memorable line from the fire-bell-in-the-night report by President Reagan's National Commission on Excellence in Education for the first time focused attention on the quality of American public education and catalyzed intense reform efforts in our nation's schools. Now more than two decades later we need to ask: "How did we do? What is the state of our schools?"

The State of Our Schools

The latest data from the National Assessment of Educational Progress (NAEP) — perhaps best known as "the Nation's Report Card" — make clear that the proportion of our students who score at the proficient level or higher in math, science and reading ranges between 28 and 31 percent. Since fewer than 30 percent of Americans live in big cities, these data should silence those who claim "it's the urban tail that's wagging the school reform dog." In other words, the belief that the suburban schools, where the large majority of our nation's children attend classes, are fine and that the problems are mainly found in urban schools, with their large low-income and minority populations, is unsupportable in fact.

From where, then, does the ill-founded complacency come? The answer may be found by comparing the NAEP scores with the results from tests given by the individual states. The pattern for the vast majority of states shows much higher proportions of students performing at proficient or above on their own tests. In Virginia, for example, in 8th grade math, 71 percent of the students score at these levels on the state's test, but only 31 percent do so on the NAEP. In North Carolina in 4th grade math the numbers are 90 percent on the state's test, but only 41 percent on the NAEP.

Where to draw the "cut" score — the line that separates "proficient" from "basic" — is not without some controversy. While the NAEP lines are drawn by a panel of some of the nation's most prominent assessment experts, the lines drawn on state tests are strongly influenced by a political question of real interest to legislators: How much failure will our public tolerate? This problem is real and it exists nationwide.

There is neither time nor space here to review in detail all the relevant test data, but the following examples are typical. The Trends in International Math and Science Survey (TIMSS, 1995 and 1999) documented that in comparisons among 21 developed nations, American students rank near the top in fourth grade, but fall to the bottom 10 percent by twelfth grade. The reasons for

the poor performance of American students have little to do with the number of school days per year (180 in the U.S. vs. 220 or 240 in Western Europe or the Far East) because doing more of the wrong thing doesn't improve test scores. TIMSS concluded that the responsibility rests with the math and science curriculum taught in America: it was described as "incoherent . . . a mile wide and inch deep." We teach 25 to 30 fundamental concepts while the other nations focus on five to seven. As a result, our students leave school with a superficial grasp of the key criteria for success in these critical disciplines.

The New Standards Reference Exams, the product of the National New Standards Project and published by Harcourt Brace, are widely considered to be the most demanding assessment instruments on the market because they contain mostly open-ended, problem-solving questions that get at higher-order thinking skills. Results from tests administered to a 20 percent sample of fourth, eighth and tenth graders in affluent suburban communities in a major metropolitan area in the Northeast revealed that only one student in four was performing at the international standard in math problem-solving. Unless one subscribes to the notion that American students are inferior to those elsewhere in the developed world, the conclusion is inescapable that our schools are not teaching this skill.

This understanding is corroborated in a spate of studies that attempt to quantify how time is spent in classrooms. Although variations exist by subject and schooling level (lower, middle and high school), it is fair to generalize that three-quarters of classroom time is devoted to lecture; the remainder consists of "Q & A," but virtually all of this is characterized by "yes" and "no" drills associated with identifying the "right" answer. There is almost a disciplined effort to avoid challenging questions that require thoughtful answers.

A final piece of evidence comes from the Report of the National Research Council on advanced placement released in 2003. Their recommendation was no longer to give college credit for Advanced Placement (AP) courses unless the student scored a "5" on the AP tests — the top score possible. According to the report,

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when students scored below this level they entered college filled with facts about math and science, but they could not reason in scientific and mathematical terms at the level deemed appropriate for higher education. When one acknowledges that AP courses are taught in our best high schools and taken by our best students, it is clear that the memorization paradigm reigns supreme in K12, despite how much Dewey and Piaget students may read in graduate school.

We will consider what the schools of the 21st century will need to look like a little later, but for now it is important to understand the “push back” I get when I share these test results data with educators around the nation.

The Economic Argument

“Isn’t the American economy,” I am repeatedly asked, “the envy of the world?” “If so,” the argument continues, “then our schools must be doing an awful lot of things right. Test scores don’t matter—they don’t predict success in later life. Think of our schools as a ‘black box.’ We may not know precisely what goes on inside, but the subsequent success of our graduates is undeniable.”

The fatal flaw with this argument is that it confuses the success of the American economy in the aggregate with the success of individual American families. Here the data are unequivocal. Virtually all the income gains of the last 30 years have gone to the top fifth of our families, in large measure according to economists, because of new technologies that favor the better educated.

The literature on the changing skill demands of the new economy is vast and growing. According to a survey done by the American Management Association in 2000, the proportion of workers who lacked skills for entry-level jobs doubled between 1996 and 1999 from 19 percent to 38 percent. The explanation was not that the schools were “dumbing-down” their curricula; rather, the economy was undergoing remarkably rapid change. These were the years when the use of email and the Internet was reaching into businesses, large and small across all sectors.

The fact is, our schools are not getting worse. Despite all the “school-bashing,” the data from the mid-seventies through the mid-nineties suggest that the schools actually improved a bit. But marginal improvement does not mean that our schools are good enough for the 21st century.

Unfortunately, they are not. “Our nation . . . now faces a stark and sudden choice: adapt or perish,” Louis Gerstner, former chairman of IBM and chairman of The Teaching Commission, wrote recently in the Wall Street Journal. He referred not to the war against terrorism “but to a war of skills” that we’re at risk “of losing to India, China, and other emerging economies . . . We’re losing it not on factory floors or lab benches . . . but in our public schools. Unless we transform those schools and do it now . . . it will soon be too late.”

The key point here is that no one is to blame — not the teachers’ unions, the administrators, the school boards nor those responsible for funding. The simple reality is that the global economy has changed in fundamental ways and done so far more rapidly than our schools have been able to adapt. It is now critical to move our schools to their next level of excellence.

Instead of holding constant the time and allowing the results to vary, we must hold constant the results (the standards) and vary the time and the resources it takes to help every child achieve them. This “flipping” of the system is at the heart of the standards movement, but thus far all we have done is ended the practice of “social promotion” while preserving the status quo organization of our schools.

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American Public Education: Past and Future

The current system of public education is largely unchanged from what was put in place in the 19th century when it was designed to do three things. The first was to provide universal basic literacy, and America became the first nation to achieve this goal. Virtually everyone in the workforce could read and write at the sixth grade level. The second was to socialize a highly diverse population — millions of immigrants from different nations, cultures and religions and even more millions of farmers who migrated to cities as agriculture mechanized over 150 years — for success in an industrial economy. Schools

taught students to show up on time, respect authority, develop a work ethic and repeat monotonous tasks. Finally, using standardized tests (which are the first or second cousins of IQ tests) and the bell-shaped curve, the schools identified and sorted out the top fifth of their students for higher education and the best and brightest among these went on to run the country.

Our schools were enormously successful in these tasks, and there is no way to understand the emergence of America as an industrial superpower in the 20th century without acknowledging the key role they played. Our schools and the factory economy were perfectly aligned.

The old system was about quantity and cohorts. It worked like this: we opened the doors in September; in came the kids; they were given the curriculum and tested at the end of the school year. Some kids “got it.” For those who didn’t — live the conse-

quences, next group please. Or in the words of my mother, “So you make your bed, so you lie in it.”

The new system must be about quality and the education of individual students. Instead of holding constant the time and allowing the results to vary, we must hold constant the results (the standards) and vary the time and the resources it takes to help every child achieve them. This “flipping” of the system is at the heart of the standards movement, but thus far all we have done is ended the practice of “social promotion” while preserving the status quo organization of our schools.

In the old system the top fifth “got it” and moved on. For the remaining 80 percent, there was little consequence because for most of our history they ventured forth into an economy that provided ubiquitous jobs paying middle-class sustaining wages but required little in the way of education or advanced skills.

That world no longer exists. The last year the typical blue-collar worker earned enough for mom to stay at home and raise the kids was 1964. We maintained our standard of living despite the decline of real wages through these decades largely because women entered the labor force in record numbers creating two-income families, but that strategy has run its course. To preserve the stable, middle-class basis of our society, schools must now graduate their students able to use technology, think critically, solve problems and learn on their own throughout their lives. In sum, we are asking our schools to do two things: educate all the children, not simply the top fifth, and educate them to unprecedentedly high levels.

This has never been done before. Worse, the record of “reform” is deeply disappointing. Since 1970, despite an increase in real spending of over 100 percent per pupil, a decrease in the pupil-to-teacher ratio of 22 percent and a doubling of the number of teachers with Masters’ degrees, there has been precious little gain in student achievement.

Why, as we face these twin challenges, should a reasonable person believe that a school system designed for a previous century and a different economy is the right one? The definition of insanity, Albert Einstein was reported to say, is doing the same thing over and over again while expecting different results.

In a new school system – one able to meet the educational challenges of the 21st century – teachers and administrators will have to master new concepts and skills. They will need to replace the “ability-based” notion that dominates the thinking of too many educators and parents with an effort-based theory of learning: you are not simply born smart, but you can “get smart” with appropriate resources and high-quality instruction. They will need to see how teaching a standards-driven curriculum is very unlike using a bell-shaped curve to distinguish among students: all students must reach high standards. They will need to be proficient in using a problem-solving pedagogy in the classroom: memorization will always have a place in the learning process because no subject can be mastered without it, but it must never again serve as the dominant paradigm. They will have to learn how to differentiate instruction: “one-size-fits-all” cannot suffice in an era in which no child can be left behind. They must master data-driven decision

To close the gap, schools must do two things: not lose ground and make strategic investments.

Ted Hershberg

making, a striking departure from an anecdotal approach. Finally, they must develop an ability to create student-centered classrooms: lectures serve the needs of some students, but everyone learns best when they bear more of the responsibility for learning.

To support the mastery of these new concepts and skills, we will need a dramatic change in the rules and incentives that govern K12. Operation Public Education, a foundation-funded effort based at the University of Pennsylvania, has developed a set of comprehensive reforms that should significantly increase the chances that our schools will succeed in these new tasks. Appendix I provides a brief description of the new system, but today I can focus only on its foundation – a methodology known as value-added assessment.

Value-Added Assessment: The Cornerstone of Reform

Our last four presidents, the Congress, governors and corporate leaders came to understand that if America is to remain a stable, middle-class society, steps had to be taken to significantly improve our system of public schools. Frustrated by precious little improvement in student achievement over the last two decades the Congress in a bipartisan consensus in 2002 passed the No Child Left Behind Act (NCLB), an unprecedented expansion of the role of the federal government in American K12 education.

NCLB broke new ground. It required each state to establish academic standards and to ensure that all their students met proficiency by 2014. To measure progress toward this goal, states had to meet Adequate Yearly Progress (AYP) targets defined as a fixed percentage of students achieving proficiency. In a further major change, proficiency could not be achieved based on school-wide averages; each of several sub-groups – low-income, non-English speakers, those with special needs, and various racial or ethnic groups – had to meet these targets or the school would be sanctioned. For schools failing to make AYP, warnings would be issued in the first two years; without improvement schools would have to cover the cost of transportation so failing students could attend other schools (year three) and the cost of tutoring (year four); a fifth year without improvement could lead to the closing of the school or its reconstitution.

In its current form, NCLB is unlikely to lead to the necessary changes described above. But if states adopt a new statistical methodology known as value-added assessment that isolates the impact of instruction on student learning, they will provide educators with powerful diagnostic data to improve teaching and put in place the necessary foundation to support a transformation of our schools.

Although there are several forms of value-added assessment, the only one adopted for statewide use was developed by

Dr. William Sanders, when he was a professor of statistics at the University of Tennessee. It has been used in that state since 1992. Tennessee now has the largest data base of its type in the world: over 10 million records that include the scores on Terra Nova tests in math, science, reading, writing and social studies for each student and the name of the teacher who taught them. In addition to Tennessee, the Sander's model is currently used in over 300 school districts in 21 states and is being rolled-out for use in all school districts in Pennsylvania and Ohio.

The value-added approach to assessment centers on a disarmingly simple but profound notion: schools cannot solve all of society's problems, but they can and should ensure that every child receives a year's worth of growth in a year. A year's worth of growth – whether children start the year below, on, or above grade – is the amount that should be reasonably expected of them based on what they actually achieved in past years. This belief – that each child is entitled to at least this much annual growth – lies at the heart of value-added methodology.

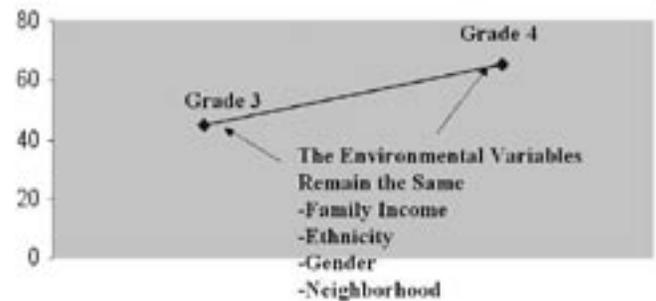
The easiest way to begin understanding value-added assessment is to ask, "What is a good school?" Most people would answer quickly: "It's a school with high test scores." The funny thing about high-test scores, however, is that they are invariably found in the schools in wealthy communities. Indeed, according to Educational Testing Service, SAT scores rise with every \$10,000 of family income. This should not be surprising since all the variables that contribute to high-test scores correlate strongly with family income: good jobs, years of schooling, positive attitudes about education, the capacity to expose one's children to books and travel, and the development of considerable social and intellectual capital that wealthy students bring with them when they enter school. When people understand this they quickly reject the notion that a school is good because its students come from affluent families.

Which leads us the next important question: Do good schools make good students or do good students make good schools? One way of penetrating this conundrum would be to undertake a field experiment in which students from wealthy suburban communities would be educated in inner-city schools and students from inner-city communities would be educated in the suburban schools. We would then watch what would happen over time. Because it is not possible to conduct such an experiment, we need a statistical technique that could approximate the results for us. That is what value-added assessment can do: it separates the student effects (e.g., ethnicity, family, SES) from the school effects (e.g., teachers, administrators and academic programs).

Value-added is not a test – no more classroom time is spent assessing students – but a new way of looking at the results that come from tests so we can determine whether the students in a classroom, school or district are making sufficient academic growth each year.

Value-added assessment is often confused with simple growth because the words themselves make it is easy to think about this growth as the "value" that is "added" over the last year. But the statistical method known as "value-added assessment," is a way

Each child serves as his own statistical control



of isolating the impact of instruction on student learning. Its great advantage is its ability to separate the annual academic growth of students into two parts: that which can be attributed to the student and that which can be attributed to the classroom, school or district. Because individual students rather than cohorts are traced over time, each student serves as his or her own "baseline" or control, which removes virtually all of the influence of the unvarying characteristics of the student, such as race or socioeconomic factors.

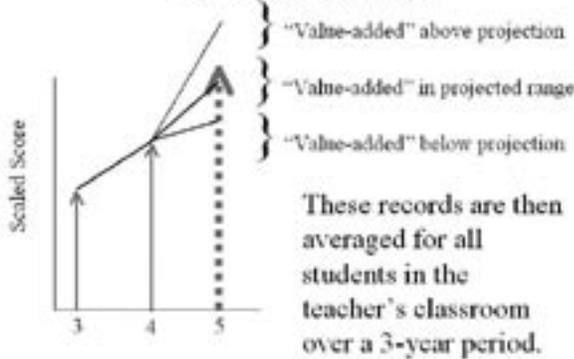
While value-added is statistically and computationally complex, it is relatively easy to grasp at the conceptual level. Test scores are projected for students and then compared to the scores they actually achieve at the end of the school year. Classroom scores that exceed projected values indicate effective instruction. Conversely, scores that are mostly below projections suggest that the instruction was ineffective.

At the same time this approach considers student factors such as the pattern of prior test scores, both those of the individual student as well as those of other students in the same class. If a student's present performance is below projected scores, while students with comparable previous academic history in the same classes have done well, this is evidence of the student effect – external variables such as the home environment which are outside the control of teachers and schools.

Value-added is fair to students because their projected scores are based only on their prior academic record. Since it does not consider the student's race or socioeconomic background, no bias is introduced – low-income children are not expected to do poorly and high-income students are not expected to do well. But it is also fair to educators precisely because by using student's past performance value-added takes into account family and neighborhood characteristics that so strongly influence absolute test scores.

There are essentially three outcomes in value-added: classrooms, schools or districts where on average students are receiving a year's worth of growth in a year; those in which the students are being "stretched" so that (in a statistically significant sense) they grow more than a year's worth of growth annually and those where they are losing ground meaning their achievement levels fell below where they had demonstrated a capacity to perform in past years. Classroom scores are based on all the students in

Value-added yields three outcomes



that classroom for three years; scores for schools and districts are simply aggregations of classrooms and all are expressed as three-year-running averages.

The value-added calculation is concerned not with the score on an achievement test by itself, but with the difference between this actual score and the projected score. Because the key measurement is between these two rather than on the absolute score alone, it does not matter what the mix of students is in a teacher's classroom or in the school or district as a whole. In this sense, value-added levels the playing field across schools of very different socioeconomic levels.

The question being asked, in other words, is not simply how high was the level of achievement (which is always influenced by family income), but how much value did the school staff add to the students who live in its community? How, in effect, did they do with the hand society dealt them?

We can now answer the question, "What is a good school?" in a much more accurate fashion: a school is good if each year the performance of its students exceeds what was expected of them based on past academic achievement. And because NCLB requires all schools to bring all their students to proficiency (by 2014), a good school must also be one that meets this requirement.

Because value-added is a norms-driven approach and schools must now operate in a criterion-referenced or standards environment, the question emerges whether these can co-exist in the same system. The nightmare many teachers face is how to close the gap between the high standards and student performance levels that

are far below them.

To close the gap, schools must do two things: not lose ground and make strategic investments...the balance must come from new investments: adequate resources and high-quality instructional leadership for the school or district.

Superintendents and principals must create an environment that provides their faculties with the requisite resources and professional development to help them help their students perform at high levels; and teachers must provide their students with high-quality instruction and have adequate time to work with struggling students.

What Value-Added Findings Reveal

Let's turn now to consider some actual data from Tennessee. In the chart below, all 1209 K8 schools in Tennessee are grouped according to the value-added scores they achieved in math in 1996-97. The key number to bear in mind in this example and in several more that follow is "100" – that is, if a school has a score of 100, it means that on average all their students enjoyed a year's worth of growth in a year. Above 100 means that they've "stretched" their students beyond what was projected for them based on past academic achievement, while below 100 means their students have lost ground.

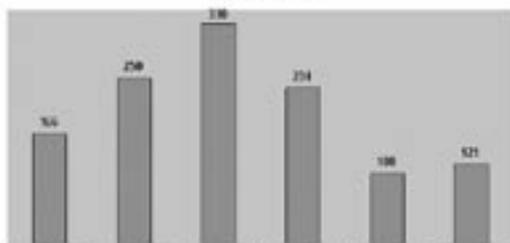
There were 166 schools with scores exceeding 110 percent: these were the highest performing schools in the state, providing their students with far more than a year's worth of growth in a year. At the other end of the continuum there were 121 schools with scores between 60 and 70 percent. These were the worst performing schools in the state: their students were falling far short of the growth they had demonstrated a capacity to achieve in the past.

If you assume that an affluent school district with high-test scores would appear in the former group, you may or may not be correct. In fact, in Tennessee many such schools were found in the group with value-added scores of between 90 and 100 percent – meaning they actually lost ground over the year. Sanders labeled these "slide and glide" schools because although they had high-test scores, they were apparently resting on the laurels of their students, thus depriving them of the growth to which they were entitled. When the superintendents of these schools complained

Value-Added for Tenn. Schools

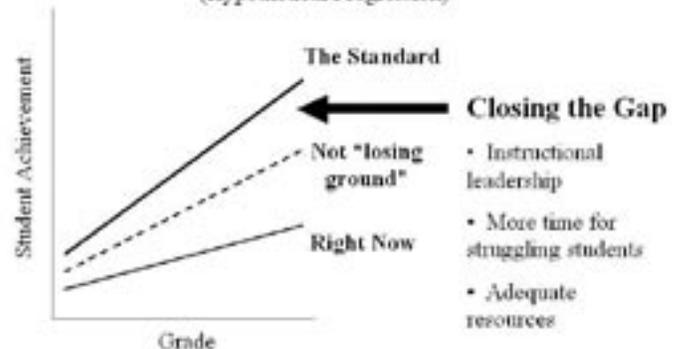
There are some very good schools and some very poor schools, but it is impossible to determine where a school falls just by knowing its location or the make-up of its student body

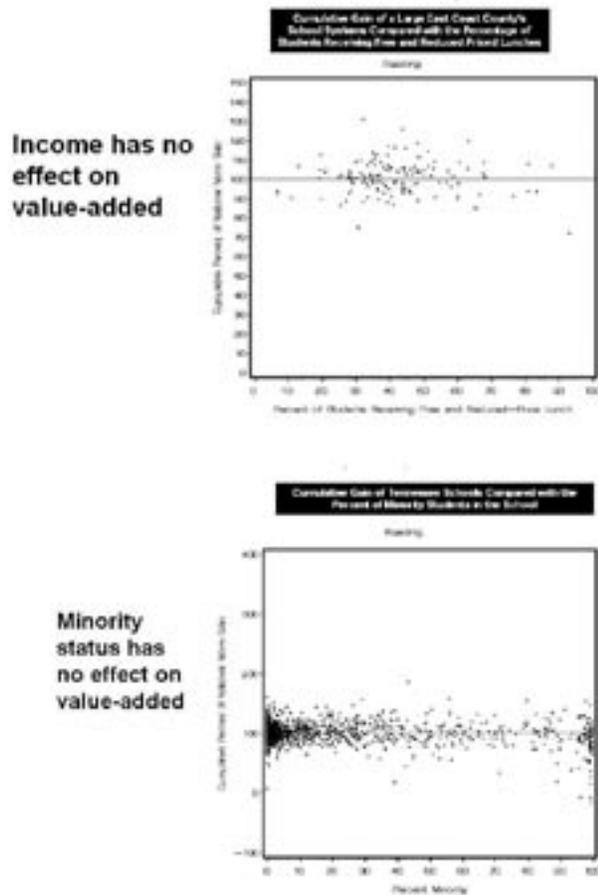
Math: 1996-97



Value-Added in a Standards World

(Hypothetical Progression)





that they could not do any better with their already high-scoring students, Sanders pointed to other affluent communities whose students had high achievement scores and whose schools also had high value-added scores.

Even more significant was the fact that many in the highest value-added category were low-income, high minority schools that were doing an excellent job of “stretching” their students, but which never appeared as successful in schools rankings based on achievement.

Most striking in the Tennessee data, however, is the fact that 68 percent of the K8 schools lost ground in math in 1996-97. This lost ground is what lurks behind the results of the Trends in International Math and Science Study reported earlier – that American students rank near the top in fourth grade, but are in the bottom 10 percent of the developed world in twelfth grade.

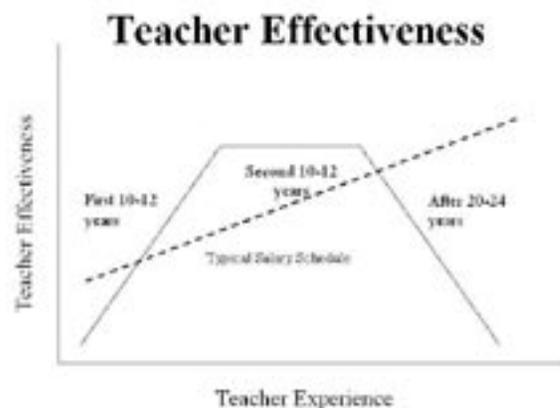
The following two scatter plots demonstrate that value-added is not affected by income or minority status because these variables are accounted for in the methodology that uses each child as his or her own “control.” Above, results on a nationally-normed reading test for 130 schools in a large East Coast county are arrayed on the vertical axis by their value-added scores and on the horizontal axis by their proportion of their students eligible for “free and reduced price lunch.” As we move from the richest schools to the poorest schools, no relationship can be found between income and value-added; as many schools are adding value as losing value all along the continuum.

In the example on the left, we’ve arrayed all 1,209 schools in Tennessee along a similar continuum, but have substituted “minority status” for “free and reduced price lunch.” Once again, as you move from the all-white schools to increasingly high-minority schools, no relationship is observed with value-added: as many schools add value as lose value all along the continuum until you reach the end, where there are all minority schools. Here, two striking facts emerge: many of these schools (understand they are all quite low-income) are adding considerable value, but there are many more schools that are losing value. Sanders argues this is not a contradiction of his method, as the next example makes powerfully clear.

When all teachers in Tennessee are arrayed according to their years of service and their value-added scores, three patterns emerge that correspond roughly to each third of their careers. Two things are notable about the beginning of the teachers’ career. First, many new teachers add little value when they first enter their classrooms. The low value-added scores observed in the all-minority schools, Sanders argues, result from the inexperience of their teachers rather than the shortcoming of their students. This is an indictment both of the poor job colleges of education do in their teacher preparation programs and of the inadequate job school districts do in giving new teachers the help they need to succeed in their classrooms. We need to improve pre-service education and provide new teachers with multi-year mentoring programs in-service. Second, the good news is that the learning curve for new teachers increases sharply over the first third of their careers.

The second third of the career is characterized by a plateau in value-added scores. Teachers maintain their contributions, neither increasing nor decreasing much throughout these years.

After about 20-24 years of service, however, there is a marked decline in teachers’ value-added scores. This is undoubtedly due to several factors, including a pattern of attrition that finds more effective teachers leaving the classroom for higher-paying administrative posts or leaving the profession altogether, but most likely it suggests considerable burn-out. When superintendents and principals see this pattern, they often remark that we should mandate retirement after 20 years of service. The problem with that suggestion is that while the variation around the mean in the first two-thirds of a career is relatively small, in the last third it



is quite large, meaning that early retirement would force some of the most effective (along with some of the least effective) teachers out of the classroom.

If one overlays the typical salary schedule over these three patterns, it is immediately obvious that schools are paying teachers ever-increasing salaries based on longevity while their average productivity is declining sharply. This system of compensation is simply indefensible now that we can empirically document the profession's productivity levels. If this knowledge were widely known, the tax-paying public would not tolerate it.

Let us turn now to some fascinating studies done in Tennessee using its unique value-added data files that demonstrate the impact of instruction on student learning. In one study of two large metropolitan districts with hundreds of classrooms, researchers set out to examine how the quality of the teacher sequence affected student performance. All students who began third grade at the same level of math achievement were followed through fifth grade and their scale scores on the Terra Nova math test recorded at the end of fifth grade.

The researchers found very different achievement levels for these students depending on the quality of the teachers, as measured by value-added, who taught them math in third, fourth and fifth grades. As expected, students in the wealthier of the two districts (system A) always had higher absolute test scores than their counterparts, but there were striking differences that were attributable to the teacher sequence. Students in both districts with three consecutive teachers drawn from the top third of the teacher pool (ranked by their value-added scores) scored 50 percentile points higher than those who had teachers drawn from the bottom third of teacher pool. In other words, students who started at the same level of math achievement had very different outcomes depending on the quality of the teachers who instructed them in math.

The Dallas Independent School District replicated this study and found the same 50-percentile point difference accounted for by the quality of the teacher sequence. The fact that a different test and a different value-added model were used, but produced the same results – the hallmark of scientific rigor – has persuaded even skeptics that the teacher effect is real and statistically demonstrable.

In a second ground-breaking study, June Rivers, associ-

ate director of EVAAS[®], demonstrated the powerful impact that instruction has on student learning. Rivers ranked all students in these same large metropolitan Tennessee school districts at the end of fourth grade, dividing them into quartiles. She then asked what the probabilities were for the typical student in each quartile to pass the high stakes exam required for graduation that is given for the first time in ninth grade. In the example I am using here the results are for the bottom quartile, but the patterns she found were the same in each quartile.

Since each student had four teachers in fifth through eighth grades before taking the exam, Rivers identified all teachers in these grades and divided them into quartiles as well, based on their value-added scores. If a typical bottom quartile student had four teachers drawn from the bottom 25 percent of the teacher pool, the chances of passing the test were less than 15 percent.

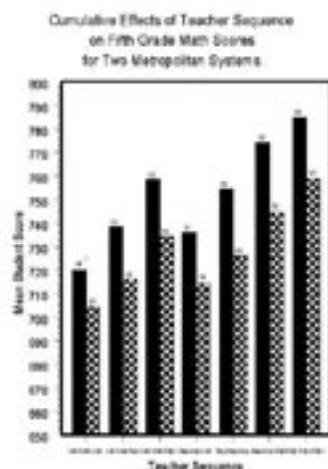
Typically, explanations for this result would point to factors beyond the school. Some observers cite difficult socioeconomic circumstances. Others suggest inherent ability: some children have it, others don't. The excuses usually conclude with a sad inevitability: "It's most unfortunate, but these are the 'bottom of the barrel' kids." "You can bring the horse to water," we are told, "but you can't make it drink." These explanations share a deeply flawed conclusion: the fault lies with the students rather than with the quality of instruction they received.

Yet, if these same students had four teachers drawn from the middle 50 percent of the teacher pool, their chances of passing increased to 38 percent. And if they were fortunate enough to have had four teachers drawn not from the exceptional top one or five percent of the teacher pool – but from the top 25 percent – their chances of passing the test improved to 60 percent.

Studies like these, based on irrefutable data rather than anecdote, demonstrate the enormous power of effective teaching. Students otherwise deemed as hopelessly low-achievers or academic failures can perform at much higher levels – if they receive high quality instruction. These results also make it difficult to defend a compensation system that pays all teachers the same regardless of their effectiveness with students.

The most successful school in Tennessee by value-added rankings is the Maryville Middle School in suburban Knoxville. Joel Giffin, Maryville's long-time principal, provided data illustrating value-added's cumulative impact. Let's suppose that your company relocates to this area and you decide to move there to keep your job. The purchase of your home, of course, will dictate what school your child will attend. If the home you bought feeds your child into a school with an average value-added score of 100 – students there on average receive a year's worth of growth in a year – your child will graduate eighth grade on grade, exactly what you would expect. But if the home you bought fed your child into a school averaging 75 percent annual growth, he would graduate eighth grade with only 6.5 years of academic achievement. Finally, if your child attended a school averaging 140 percent, he would graduate at 10.4 years of academic achievement – that's a difference of almost four full years of achievement over a period of seven years.

The Importance of Teacher Sequence



Cumulative Effects of Value-Added

EVAAS Scores	75%	100%	100%
Grade			
2	2	2	2
3	2.75	3	3.4
4	3.5	4	4.8
5	4.25	5	6.2
6	5	6	7.6
7	5.75	7	9
8	6.5	8	10.4
GRADE LEVEL IMPACT	-1.5	0	+2.4

The policy implications that arise from an understanding of value-added are highly significant once one grasps the critical distinction between the meaning of student achievement and student growth. Achievement describes the absolute levels attained by students in their end-of-year tests. Growth, in contrast, describes the progress in test scores made over the school year. The best predictor of an absolute score such as a 1500 on the SAT is family income. But if we are predicting student growth – progress made over the year – good instruction is 15-20 times more powerful than family background and income, race, gender, and other explanatory variables. We are vastly better off, for example, investing in our educators through effective professional development than in reducing class size.

Value-Added as a Diagnostic Tool

Value-added makes it possible to provide educators with data that allow them to determine the focus of their instruction (identifying which students have benefited most) and their instructional impact (how effective it has been in providing students with a year’s worth of growth from where they began the year).

Through this information, teachers, principals, district administrators, and school board leaders can learn whether previously high achievers, middle achievers, or low achievers are making the most progress, and the extent to which schools and classroom teachers are effective in raising performance.

Instructional Focus

Using the extensive pool of data from Tennessee collected by his EVAAS[®] system, Sanders has identified three distinct classroom patterns, whose names reflect the shape of the slopes in the descriptive charts. These patterns can be found in any classroom, school or district, but occur disproportionately in the circumstances described below.

The shed pattern explains the frequent observation made by teachers in low-income communities: the incidence of precocious students falls precipitously from first through sixth grade. Teachers in these schools, faced with so many low performing children, focus on the bottom of the student distribution so that previous low-achievers get high gain while previous high-achievers get low gain. Sustaining this focus in the early years results in few high

achieving children by middle school.

The reverse shed pattern reveals the opposite focus that is found disproportionately in high-income communities. Here teachers appear to respond to the central concern of their communities by concentrating on their highest performers. As a result, previous low-achievers get low gain while previous high-achievers get high gain.

The final pattern is the tepee. In these classrooms, teachers are concerned with the average performer. By focusing on the middle of the distribution, both previously low- and high-achievers get low gain, while the previously average-achievers get high gain.

Instructional Impact

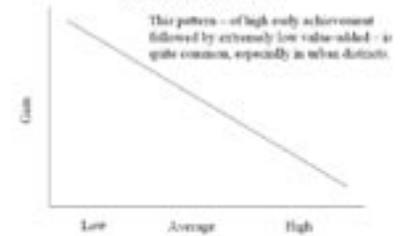
To describe the impact of instruction on student learning, value-added assessment calculates three-year running averages for the value-added gains made by all students in individual classrooms. These data can then be aggregated so that impact can be determined as well for grades, schools and districts.

We refer to these instructional results as: Highly effective: students are “stretched” so that their performance significantly exceeded their records of past achievement; Effective: students received a year’s worth of growth from where they began the year; and Ineffective: student performance consistently and significantly fell below the level of achievement they demonstrated in past years.

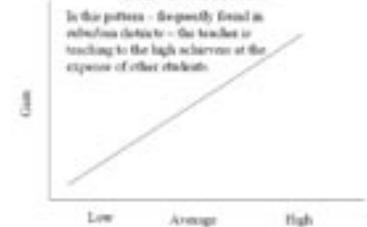
When the data from these patterns are combined, educators can see simultaneously the focus and impact of their instruction.

In evaluating the combined patterns, educators must always keep in mind the achievement levels before deciding whether the value-added

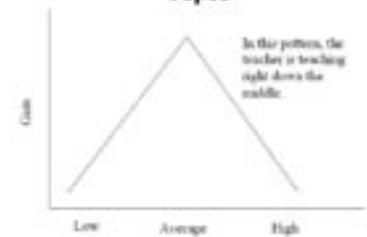
Shed Pattern



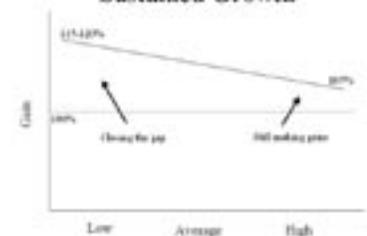
Reverse Shed



Tepee



Sustained Growth



patterns are appropriate or whether they need to be changed. Teaching in a shed pattern, for example, means one thing if the instruction is effective for all groups of students and quite another if the instruction for all groups is ineffective.

In the particularly interesting illustration below, the chairman of a high school English department examined the value-added performance of eight teachers in grades nine through twelve who taught either a regular English class or an advanced class. In five of the eight classrooms, students were receiving a year's worth of growth in a year. But, in the ninth grade advanced classroom, previously high-achieving students were being "stretched" academically and in the tenth grade advanced classroom, they were losing ground. Since the teachers in the advanced ninth and tenth grade classrooms were assigned because the chairman believed them both to be excellent

instructors, he found the results puzzling. I use this example as a caution. The easy explanation is that there is something wrong with the tenth grade teacher's classroom instruction. That turns out, however, not to be the case. The real problem was that the tenth grade instructor didn't communicate with his colleague teaching ninth grade and hence didn't know that these

students were performing at exceptionally high levels. As a result, he spent a good part of the fall term reviewing what these students had already mastered, thus depriving them of the growth to which they were entitled. This means that good instruction must also extend to behaviors outside rather than simply inside classrooms.

The diagnostic value of these patterns of instructional focus and instructional impact is enormous. Imagine a session at which all six of a school's fifth-grade teachers convene to discuss the efficacy of their math instruction. Everyone present has a copy of each other's value-added patterns and whoever serves as the instructional leader begins by asking different teachers – the highly effective, those most successful with previously low-achieving and high-achieving students – to explain their pedagogical strategies. The conversation continues when someone suggests an article for everyone to read for next week that sheds light on the precise issues with which they're struggling. The chances that math instruction will improve in that school have just been raised

The balance must come from new investments: adequate resources and high-quality instructional leadership for the school or district.

Ted Hershberg

significantly.

Not differentiating instruction, limiting problem-solving opportunities in the curriculum, or failing to communicate with colleagues who taught their students in previous years – all of these practices deprive students of gains they are capable of making and to which they are entitled.

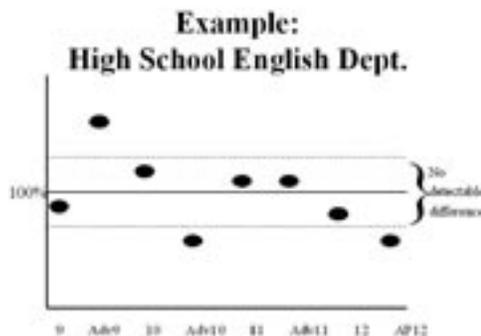
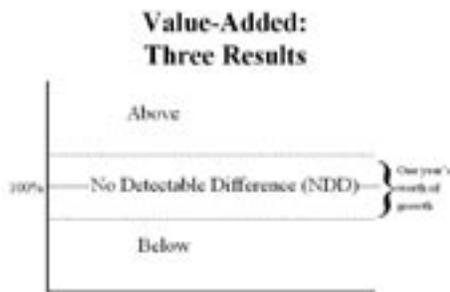
The point here is that value-added assessment by itself does not improve student achievement. But if educators are committed to analyzing the valuable data it provides and use what they learn to guide instruction and professional development, and if administrators create an environment that encourages these activities, more students will be able to achieve at higher levels.

So now let's summarize several features of value-added that catalyze high-quality instruction. First, it provides unique data about each teacher's classroom. It is perhaps the most "job-embedded" expression of professional development – that's the jargon that appears repeatedly in the literature arguing that to be useful training must be directly relevant to the classroom teacher.

Second, it ends the isolation of teachers and teaching. In one of the best articles written about K12 reform – "Building a New Structure for School Leadership" (Albert Shanker Institute: Winter, 2000), Harvard's Richard Elmore describes public education as consisting of two "loosely coupled" parts: a "core" (teachers and students) and an "administrative superstructure" (school boards, superintendents, principals, etc.). The culture of the core, according to Elmore, socializes teachers to believe that when they close the door to their classroom, what goes on between them and their students is personal and intimate, and if you are given to a romantic interpretation, even a bit magical and mysterious – but it is fundamentally private. This is good and as it should be. Indeed, it is the responsibility of the administrative superstructure to buffer the core from outside interference. The unintended consequence of this culture is the isolation of the teacher, and isolation, as Elmore explains, is the enemy of learning. When teachers convene regularly to talk about the patterns of their instruction, isolation ends.

Third, "learning communities" form as teachers begin to read about ways to change their patterns in desired directions and to meet regularly with their colleagues to discuss what they have learned. In short order, we expect professional development vendors – for-profit companies as well as area colleges or intermediate units – to develop subject- and grade-specific modules to facilitate these ongoing conversations. These modules will contain the appropriate questions and readings and will sequence them to sustain these inquiries over a school year.

Fourth, school leaders as well as teachers will have the



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requisite data to drive decisions about curricula and professional development. We are finally at the moment in education history when researchers have the right data and technology to undertake analyses that will yield critically valuable results about what does and does not work in classrooms. Studies can be constructed that hold constant the achievement levels of students and the value-added effectiveness of teachers to learn which among competing curricula modules or professional development interventions are most effective.

Finally, value-added will have a highly positive impact on the morale of teachers working in low-income, high minority, or working class school districts if they do a good job in providing their students with a year's worth of growth or more. In other words, districts that historically have ranked low in standings based on achievement tests can compete for the first time on a level playing field with schools in wealthier communities because their rank will be determined by a value-added score rather than by absolute scores that are highly influenced by family income.

A few more important issues need to be addressed before closing. Before a state or district can implement value-added assessment the following things need to be in place. You need unique individual identifiers for students and teachers, and you need assessments that are closely aligned with the standards and curricula. You also need annual tests that are available in "fresh, non-redundant and equivalent forms." Each of these terms has a technical meaning, but overall this guarantees that when these conditions are met, the test cannot be "gamed." That is to say, no advantage would be given to a teacher's students if they practiced using last year's test. It is also preferable, although not absolutely

necessary, that the tests be vertically scaled.

A second issue is the importance of collecting classroom data where value-added assessment is being adopted for statewide use. This is not the case currently in Pennsylvania and Ohio and it is most unfortunate. When the Pennsylvania State Board of Education mandated value-added for use in all school districts, it was highly impressed with the fact that the system provided a means of tracking individual students. This would make it easy to identify struggling students and to get them the help they needed to improve and thus help the state's schools meet their Adequate Yearly Progress goals. The Board was unaware that it was making an assumption that struggling students were found randomly in classrooms.

While struggling students are indeed found in classrooms of all types, the Tennessee data make unequivocally clear that they are not randomly distributed: they are found disproportionately in classrooms with ineffective instruction. If focus is on only the struggling students rather than on the teachers who are providing ineffective instruction, scarce resources will be devoted to the symptoms rather than their underlying causes.

This is well illustrated in a parable. Seeing a baby floating down a river in a basket, a man jumps in to pull the infant to safety. He spies another and yet another baby floating towards him. His cries for help bring his neighbors, but soon several leave. "Where are you going?" he calls, furious at their departure at a time of great need. "We're going upstream," they reply, "to find out who's throwing the babies in!" Unless we get ineffective teachers the help they need to improve their instructional practices, we will always be dealing with symptoms not causes.

As the data on teacher effectiveness make clear, raising student achievement requires direct focus on the classroom where learning actually takes place, and value-added assessment provides us for the first time with a tool to render a fair and objective evaluation of classroom instruction. For this reason, value-added can also be the foundation for a system of accountability that holds individual teachers and administrators responsible for student-learning results. Let's be clear – no educator should ever be evaluated solely on the basis of a single measure, not even one as powerful as value-added. But in order to achieve significant improvements in student achievement, educator evaluations should be linked at least in part to student-learning results.

Some argue that such new systems of accountability are not necessary because once educators are armed with value-added assessment, significant change will be forthcoming; however, the Tennessee experience casts some doubt on this promise. By Sanders' reckoning, districts that embraced value-added saw measurable improvement in student growth, but many others ignored it.

This may have resulted from the fact that the State Board regulations for implementing value-added limited its use to no more than eight percent of a teacher's evaluation. Another factor may have been the failure by the State Department of Education in the five years following its introduction to provide districts with appropriate professional development to help educators use value-added.

It is also quite possible that the accountability provisions put in place by NCLB will catalyze far more responsiveness among educators. In an environment that requires schools to ensure that all students reach proficiency, more educators may embrace value-added assessment and make full use of the powerful diagnostic information it provides, thus obviating the need for additional accountability. Time will tell.

What is clear, however, is that value-added assessment offers two crucially important benefits. It is a far more accurate way to measure the performance of schools than absolute test scores. And though not a panacea, value-added provides educators with an unprecedentedly rich opportunity to improve classroom instruction.

Whether one concludes that it is best to use value-added assessment as a diagnostic tool, or as the cornerstone of an accountability system – or both – let there be no mistake: it is the single most powerful tool available to educators for measuring student progress and the effectiveness of instruction and instructional programs. Without it, we will continue to work in the dark, tinkering at the edges of the system, and ignore what has always mattered most: good teaching.

APPENDIX I

OPERATION PUBLIC EDUCATION: ASSESSMENT AND ACCOUNTABILITY SYSTEMS TO TRANSFORM AMERICA'S SCHOOLS

Operation Public Education (OPE), a foundation and corporate-funded school reform effort based at the University of Pennsylvania, has developed a new and comprehensive accountability system that complements the federal law and provides tools to help schools meet their NCLB goals.

Value-Added Assessment

Value-added assessment serves as the foundation for the reforms. Since this methodology is discussed at length in the body of the paper, it is not described here other than to say that in isolating the impact of instruction on student learning, it provides an empirical basis for evaluating teacher effectiveness.

Educator Evaluation and Compensation

OPE's accountability system is based on a balance between teacher efforts and student learning. Teachers' in-class performance will be rated by their peers (rather than administrators) using the new protocols developed by the Association for Supervision and Curriculum Development that cover planning and preparation, classroom environment, instruction, and completion of professional responsibilities. To assess student learning, teachers will be evaluated on the progress their students make measured by value-added assessment. A teacher's value-added score will be calculated based on the progress made by all the students in their classes, averaged over a three-year period. The system handles high rates of student turnover by attributing student's scores in di-

rect proportion to the time they are in a given teacher's classroom.

Based on an equal weighting between observations and value-added results, teachers will be classified as advanced, proficient or unsatisfactory. Utilizing Peer Assistance and Review teachers who are unsatisfactory in value-added and/or their observations will be required to undergo remediation and given the opportunity and support to improve in a process jointly administered by teachers and administrators.

Unlike the current system of teacher compensation – which pays salaries primarily for teachers' years of service and graduate credits – the OPE system links compensation to job performance through the use of a career ladder. Teachers move up the rungs based on their evaluations. At each stage of the career ladder, teachers receive higher pay and increased leadership opportunities. Although the OPE system provides for minimum increases as teachers climb the ladder's rungs, local school districts will still determine salaries through collective bargaining. Additional pay within each rung will continue to be based on years of experience. OPE's system includes a "grandfather" clause so that current teachers can choose to remain in the old compensation system (though they are still subject to the new evaluation process), but all new teachers must enter the new system.

OPE's accountability plan addresses the role of administrators as instructional leaders by evaluating them on how effectively they promote high standards for all students, use student-learning data to make decisions, and create an environment for their staff centered around student achievement and continuous professional development. Administrators will also be compensated based on a career ladder that recognizes their skills and accomplishments (50%), their success in meeting the Adequate Yearly Progress (AYP) goals under NCLB (25%), and the value-added scores of their school or district (25%). They begin as Interns with a mentor administrator, then progress to Career stage and, if they demonstrate excellence, reach Distinguished status.

Professional Development

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Seeing a baby floating down a river in a basket, a man jumps in to pull the infant to safety. He spies another and yet another baby floating towards him. His cries for help bringing his neighbors, but soon several leave. "Where are you going?" he calls, furious at their departure at a time of great need. "We're going upstream," they reply, "to find out who's throwing the babies in!" Unless we get ineffective teachers the help they need to improve their instructional practices, we will always be dealing with symptoms not causes.

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Professional development – “in service” training given to teachers – is the indispensable link between educator accountability and student performance. For students to meet demanding standards, schools and districts need to provide their educators with access to the skills that will help them become better teachers and administrators.

OPE’s model ensures that educators are engaging in ongoing training that is linked to the learning needs of students. The system calls for appropriations for 12 days of professional development per year and the creation of new categories of teachers recruited from the ranks of Advanced and Distinguished educators: mentors to work with new teachers for several years and coaches to work with colleagues to improve their craft, resourced on the basis of one coach for every 300 students.

Capacity-Building

Success requires access to adequate resources and ongoing professional training. OPE’s system recognizes the unique role played by regional units (such as Pennsylvania’s IU, New York’s BOCES or Ohio’s ESC) and strengthens them to provide needed assistance to school districts in their areas.

As required under NCLB, struggling schools and districts – those not meeting their AYP – will be assisted by “technical assistance teams” to help districts implement their school improve-

ment plans. The OPE system strengthens these teams by ensuring that they are staffed by distinguished administrators and teachers. And instead of the “perverse incentives” that penalize or reward schools that are failing by withdrawing or adding funds, the OPE system gives technical assistance teams the authority to administer new funds and set policy directions to ensure that struggling schools get the help they need to improve.

A New and Expanded Role For Teachers

OPE’s system creates a new pathway to deliver what most teachers have long wanted – improved school leadership, better working conditions, more valid evaluation, meaningful professional development, higher student achievement, and the opportunity to earn higher salaries.

The system improves the position of teachers by creating a new “quid pro quo” where teachers accept accountability as individuals in return for a significant expansion of their role in public education. First, since the classroom rather than the negotiating table will determine career advancement, teachers get an equal say in all major issues that affect classrooms such as curricula and professional development. Second, teachers rather than administrators are given responsibility for the observation portion of a teacher’s evaluation. Finally, when either through observation or value-added scores, a teacher is flagged for mandatory remediation, teachers are given four votes on a seven-member panel where a five-vote majority is required for all decisions. This ensures that all teachers are treated fairly while at the same time not allowing genuinely poor teachers to remain in the classroom.

A New System of Integrated Assessments

The final element in the OPE system is now being developed. It is a “Request for Proposals” that would be issued by states and large school districts. The RFP would include the criteria for an integrated assessment system that would provide not only a high-quality “summative” exam for accountability purposes at year’s end focused on the development of higher-order thinking skills, but “formative” assessments throughout the school year designed to give teachers regular feedback in the form of suggested pedagogical interventions to support improved instruction for this year’s students. Publishers have been reluctant to design such an assessment system until they can be assured that a substantial market exists for this product. OPE will work with key education stakeholder groups to build this market at the state level by promoting a high quality Request for Proposals (RFP) that states can then issue.

Ted Hershberg is Director, Operation Public Education, and Professor, Public Policy and History, University of Pennsylvania.



Changing Conditions to Make the Organization Work

By Kathy M. Augustine, Sabrina Hope King, Wendy Robinson and Diane Rutledge

Sabrina Hope King

Leadership Education for Academic Development (LEAD) is seeking to develop successful strategies to strengthen school leadership. The Wallace Foundation has selected 12 districts across the nation to receive five-year grants to reform leadership practices. Their successes will contribute to the foundations' nationwide efforts to increase student achievement through effective instructional leadership.

The three districts represented here are part of the LEAD initiative. They are all committed to providing their students with a quality education through rigorous classroom instruction and strong leadership. They have all made impressive progress in leading change, leader development and in addressing the conditions that support leadership. Their efforts to improve the quality and sustainability of leader development and to create conditions that support effective instructional leadership at the school, districts and state levels will serve as models to other districts across the nation.

Kathy Augustine

Leading change means that we must tighten our focus on student achievement. To do that requires a careful look at where you are today. The analyses conducted by Dr. Beverly Hall's advanced team clearly revealed that the Atlanta Public School (APS) system was experiencing chronically low student achievement as well as no system-wide focus on achievement. Following her arrival, Dr. Hall put in place an aggressive reform agenda, specifically designed to remake and improve district instruction and accountability. Improvements were needed in the classroom, in order to create an effective instructional program, and in the organization's support structures and processes, to develop an accountability system to support instruction.

However, in order to foster and support the necessary culture changes or paradigm shifts that needed to take place both within and outside of the district, one of Dr. Hall's first priorities was to assess the political landscape. She identified the existing current conditions regarding district funding and governance, as well as the roles and responsibilities of her instructional leaders. Key to that focus was the recognition that the district's work is "adaptive" and that skills would need to be developed by all leaders in order to do this work.

Her next step focused on leveraging strategic partnerships in order to change the conditions that impede high achievement in urban districts. To effectively leverage strategic partnerships, Dr. Hall realized that the cultivation of new relationships with local and national funders, primarily those working to support

the work of urban districts, was critical. Equally as important as the cultivation of *new relationships was for the district to deliberately set out to improve its existing relationship with the state-level educators.*

Resulting from those intentions is the district's strategic relationship with The Wallace Foundation. Through its Project LEAD initiative, the foundation supports the district through both financial and technical resources (including access to expertise in research, literature, assessments, networking, and best practices). In addition, the Wallace Foundation plays a key role as an important driver of change in the improvement of the state-district relationship.

Another result of Dr. Hall's focus on building strategic relationships is that the district has greatly improved its existing relationship with the State Action for Educational Leadership Project (SAELP), which is comprised of the Board of Regents, Professional Standards Commission, State Department of Education, and the Governor's Office. In general, prior to 1999, the district-state relationship could be characterized as formal and top-down with little technical assistance provided.

In the following years, 1999 until 2003, the relationship was strained and distrustful on both sides. However, due to the simultaneous happenings of the national changes in federal and state laws (NCLB, testing mandates, enforcement of standards, and electronic reporting), the district's focus on increasing

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Dialogue has begun around the need for non-instructional staff working in urban educational settings to develop a body of knowledge of what it means to provide high quality support for schools. The intent is to codify that body of knowledge and to then seek a state-offered endorsement indicating training in and understanding of that knowledge.

Kathy Augustine

student achievement, and the Wallace initiative and investment in improving student achievement, the relationship was poised to change for the better. It is important to make clear that by investing its resources at the district and state levels, Wallace created the conditions that fostered better relationships between the key stakeholders at both levels.

One early result of the district's improved relationship with the state is the collaborative effort that has developed with the Rising Urban School Leaders (RUSL). The specific components of RUSL include a national consortium design and delivery specific to APS needs. These critical components bring richer resources to bear in support of succession planning in APS. In addition, APS acts as "the driver;" in effect, turning the typical district-state pyramid not upside down but on its side, allowing APS to act, finally, as a leader in the change process involved in the preparation and certification for and of its leaders.

The overarching impact of Dr. Hall's focus on developing strategic partnerships has and is the improved district-state partnerships that focus on meeting district needs. In addition to RUSL, the state and district are also currently working on an alternative teacher preparation and certification program designed to place highly qualified staff in the district's most challenged schools.

Currently in development is the preliminary planning of a process to recruit, select, place and retain teachers who have demonstrated high competencies in teaching for success in an urban setting. Key to this planning is a discussion of marketing and incentives. Additionally, dialogue has begun around the need for non-instructional staff working in urban educational settings to develop a body of knowledge of what it means to provide high quality support for schools. The intent is to codify that body of knowledge and to then seek a state-offered endorsement indicating training in and understanding of that knowledge.

We began this conversation with a focus on student achieve-

ment. Today, at the epicenter of the district's top priorities, is the initiative known as "APS 2007 (Accelerate, Perform and Sustain)." The purpose of APS 2007 is to have one hundred percent of the schools reach or exceed their targets by 2007. The primary focus areas for APS 2007 are Quality Instruction, Quality Schools; Organizational Alignment; Communication; Performance Management; and Nutrition.

Leading change for high quality instruction is a complex and multi-faceted endeavor. Atlanta Public Schools is not an island. It exists within the context of an ever-changing and demanding society. Nothing less than cross-pollination of ideas and efforts will suffice. The Wallace Foundation understands this and joins us in the vast undertaking of leadership for high student achievement.

Diane Rutledge

In the pursuit of improved student achievement, there are no magic bullets or easy answers. It is the compilation of aligned and focused initiatives that compile system change. In Springfield School District 186, we are striving to create a culture that allows as many adults as possible to see the big picture and to take on leadership efforts from whatever chair they occupy in the district. We believe there is a continuum of leadership that begins in the classroom and goes through the boardroom. Recent research tells us that the number one most important factor in student success is teacher quality, followed by effective leadership. Therefore, one cannot discount the attention needed for leadership development as a strategy for improving student achievement. In our district that is accomplished by the following framework:

We believe there is a continuum of leadership that begins in the classroom and goes through the boardroom. Recent research tells us that the number one most important factor in student success is teacher quality, followed by effective leadership. Therefore, one cannot discount the attention needed for leadership development as a strategy for improving student achievement.

Diane Rutledge

Classroom

- **Instructional Leadership Teams** - Each of our schools makes pedagogical decisions based upon the direction of their Instructional Leadership Team. Teachers and administrators of a building use their assessment data as a basis for developing school improvement plans. Instructional Leadership Teams determine appropriate professional development and strategies needed to improve their skills in order to support their students.
- **School Improvement Coaches** – Master Teachers are trained in the use of data. They become an ongoing means of professional development by supporting teachers and administrators through study groups, professional development, modeling, and creating linkages.
- **Department of Instruction** – Our Department of Instruction has been revamped into a system of support that provides professional development and assistance to schools.
- **Union Collaboration** – Schools cannot be successful without the support of union leadership. In our district, much of our training and planning is done in tandem with the union. It is vitally important that their leaders are equally trained in school improvement leadership and that they are a part of moving a district forward.

Aspiring Administrators

- **University Partnerships** – It is important to collaborate with university partners in an effort to design principal and superintendent preparation programs that align with the direction of the district. Our system is linked to Illinois State University in the design and implementation of our Type 75 accreditation program. Students enter as a cohort and are team-taught with the theory of the university professor and the practical application of local administrators. The balance allows for new administrators to “hit the ground running” when hired in the system.

Internships

- A vital part of this model is a full-time release yearlong internship that allows aspiring principals the opportunity to see a school year from beginning until end while working with a master principal. It is our desire for them to learn not only the technical aspects of running a school, but also the adaptive work of problem solving with parents, staff, and community as they seek to support students.

Novice Principals

- **Ongoing Training and Support** – Our first, second and third year principals stay together as a cohort and meet on a monthly basis to ask questions and receive requested advice from Cabi-

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net-level administrators. They have found this a safe environment for asking questions and learning from one another.

- **Mentors** – Each novice principal in our district is assigned a mentor from either recently retired or current master principals. This relationship has been one of support and guidance and has proved very helpful to the retention of new principals.

Incumbent Principal Professional Development

- **Principal Professional Development** – Principal PD occurs on a regular basis. Once a month principals come together to learn more about promising practices that support student achievement.
- **Principal Interest Groups** – Additionally, principals meet in small groups that share a desire to learn about a new topic such as: effecting change, the changing role of the principal in school improvement, how to promote one’s school or how to deal with a marginal teacher.

- **Technology In-service** – As a part of the regular monthly principals’ meetings, a portion is devoted to technology training. Principals bring their laptops and learn new software or discover

Parents serve on Site and Instructional Leadership Teams at the school level. This is a means of sharing the governance of the schools with parents, while informing them of promising practices and assessment information.

Diane Rutledge

updates on our Student Information System.

- **Additional Opportunities** – Principals also have the opportunity to participate in Walk Throughs in one another’s buildings, attend book studies, and participate in Focus on Results, a district-wide initiative to improve student learning.
- **Secondary Leadership Academy**- Attention is given to deans, assistant principals, and department chairs who have in the past missed out on professional development that is focused on school improvement. The focus of this effort is to get the work of all administrators aimed at improving student achievement.
- **Parent Leadership** – Parents serve on Site and Instructional Leadership Teams at the school level. This is a means of sharing the governance of the schools with parents, while informing them of promising practices and assessment information. At the district level, parents are involved in a Parent Advisory Team that informs the superintendent and the Board of Education of their perspectives and serves as a sounding board for new initiatives.
- **Superintendent Leadership Development**- The superintendent serves as a role model for continuous adult learning. Participation in the Superintendents’ Leadership Program at Harvard, the Ball Partnership Learning Network, and various local, state, and national conferences reflect the ongoing professional development of the superintendent, along with participation in Walk Throughs, Study Groups and Book Studies.
- **Board of Education Professional Development** – The Board is also committed to ongoing learning and participates in Illinois Association of School Boards training entitled Targeting Student Learning. Additionally, they attend conferences, have become trainers, and participate in Curriculum Council, Parent Advisory Team, Financial Advisory, and various other opportunities to be well informed about the district and current trends in order to lead at the highest level.

Developing leaders at all levels of the system aids in our efforts to support student achievement. Leading schools is a much more complex job today. It takes the efforts of many, not just one. By being purposeful, aligned and focused, by creating opportunities for communication and developing relationships, the Springfield School District feels we have added another piece to this puzzle.

Wendy Robinson

“No excuses!” That may be an unusual way of beginning a talk on creating conditions that enhance leadership – but it is a mantra that is helping Fort Wayne Community Schools stay our course toward success for all students. “No excuses” reminds us to be creative, dedicated and unwavering as we develop and implement cultural and systemic changes. Adopting an environment of “no excuses” begins with a clear vision of effective leadership and leader development and sets the stage for conditions of learning that will bring about academic achievement.

To that end, we have carefully aligned the district mission, goals, strategic plan, and school improvement plans to clearly identify individual and institutional behaviors that will generate the desired results as we move toward that culture of “no excuses.” By communicating the same message and areas of focus to all stakeholders, everyone, from Board members to teachers, speaks the same language and works collaboratively toward district objectives. We call this “aligning the message – from the boardroom to the classroom.” And, it is working.

Fort Wayne Community Schools is an urban district of 53 schools – the second largest district in Indiana. We proudly boast of having more than 70 different languages represented among our nearly 32,000 students. Our size alone creates unique challenges as we address the conditions of leadership needed to support academic achievement. So, we began last year by pulling in all stakeholders for a year-long review and retooling of the district’s strategic plan so that it more clearly reflects the goals of No Child Left Behind.

The result – unveiled last spring - was a more concise, straightforward strategic plan. It was developed with input from school, government, business, arts and community members and it clearly focuses the work of all stakeholders to meeting our goal of success for all students. We intend to reach 100 percent of our students graduating; to have each student meeting or exceeding the highest standards for excellence in academic achievement; and to see every graduate achieving success in the post-graduate endeavor of his or her choice. With these goals in sharp focus, our plan sets out strategies and indicators of impact that specifically spell out the measures by which we hold ourselves accountable. This provides a clear framework for schools and departments to focus solely on work that drives us toward our goal – and to clear out anything extraneous. “No excuses” reminds us to keep our goals clearly aligned with our daily job responsibilities. This is an important component of creating an effective environment of leading.

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Using the works of Charlotte Danielson, Lauren Resnick’s Institute for Learning, and Rick DuFour’s Professional Learning Communities, the district has clearly identified models for project development and reporting, instruction, and professional learning communities – models which are research-based and proven to enhance student achievement. In particular, we use extensively Danielson’s four-circle model in requiring that all project development and reporting reflect her “What We Want, What We Believe, What We Know and What We Do.” Further, the district is committed to seeing that the district curriculum models are fully implemented in every school.

Effective leadership must have clearly set out the roles and responsibilities within and between schools and central office support systems. To that end, Fort Wayne has realigned central office structures to provide systems that support district schools. My three chiefs – academic, operations and financial – have clearly identified processes for communicating with those reporting to them, ensuring that all district employees hear the same message and work within the same parameters toward the same goals. Individual departments are reviewing the processes they use to get work done and we will be communicating those district-wide to further tighten the connection between our support staff and our schools.

Changing the culture of an organization can be a slow, painstaking process. To keep that from derailing our efforts, we have put strong accountability measures in place within the district. The Board is holding me responsible for producing results based on our district needs. In turn, I have restructured the responsibilities of the Area Administrators so they can focus

on providing support to area principals who, in turn, are holding teachers responsible for implementing the district initiatives.

Monitoring the message as it moves throughout the organization is a key ingredient in making sure we, as an organization, are moving as one toward our goal. A new structure of monthly meetings focuses all work on the district goals and is an integral part of the environment of learning we are crafting here. All administrators attend my monthly leadership sessions, which are structured to reinforce the message and clarify the roles of each leader in carrying out that message. Curriculum meetings are held each month to deliver the message by grade level. Then our Area Administrators hold monthly meetings for their principals to further monitor the message that is going to the classroom. This monthly meeting structure is a key to monitoring our “no excuses” initiative.

Nurturing a collaborative relationship with employee groups is a key to ensuring the conditions of learning we are working toward are being followed. To that end, members of the Fort Wayne Education Association, representing our nearly 1,800 teachers, have monthly visioning meetings with me and weekly problem-solving sessions with the Chief Academic Officer. They are key players in our district’s Challenge of Change initiative, where they serve as a sounding board in the development of new programs.

Too often we forget our most important stakeholders – our students themselves. We have worked hard to include them in our secondary school improvement teams and I have set up a student advisory council made up of high school students who meet with me quarterly. They are never shy about telling me how things are working at their school.

Community support is an invaluable resource. There are few, if any, social service, governmental or business agencies in

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Fort Wayne with which our district does not have a partnership. For example, one local hospital provides additional nurses in our schools. Also, we meet monthly with the Mayor and serve on economic development boards to make sure we are providing our students with the skills they need to be leaders in tomorrow's workforce. Being active players in state organizations, such as the Indiana Urban Superintendents Association, and in national agencies like the Broad Foundation and CUBE, continue to provide us with a "big picture" perspective in measuring our successes.

Finally, this year we are focusing our energies on two, and only two, goals to support our school improvement process: building relationships and literacy. All professional development is based on the two goals. Thanks to our relationship with The Wallace Foundation, our Project LEAD initiative has implemented four administrative academies that provide a structure for training potential and practicing administrators on the skills they need to be successful leaders. Our aligned district message provides the context for that training as it further emphasizes our two goals to all staff. By carefully aligning the message from the boardroom to the classroom, at Fort Wayne Community Schools there are clearly "no excuses" allowed – creating conditions that will nurture effective leadership and support academic success.

Dr. Kathy Augustine is the Deputy Superintendent of the Atlanta Public Schools in Georgia.

Dr. Sabrina Hope King is Senior Project Officer of the Wallace Foundation in New York, NY.

Dr. Wendy Robinson is the Superintendent of the Fort Wayne Community School District in Indiana.

Dr. Diane Rutledge is Superintendent of Public School District in Springfield, Illinois.



Supporting Student Success

By Karen L. Mapp & Jane Quinn

My presentation is based on research outlined in a book that Anne Henderson and I co-authored titled *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*.

In 2001, Anne and I were discussing the fact that a lot of practitioners and policy makers were asking for a synthesis of the latest research on the connection between school, family, community partnership and student achievement. I often refer to this as the “Where’s the Beef?” story. I use it as a metaphor for what it is that our school personnel, district leaders, and policy makers want to know when making decisions about resources needed for partnerships – they want to be certain that the resources will produce some kind of result. Superintendents, parent groups and community members were all asking, “Can someone out there please conduct research on these partnerships, because as practitioners, we don’t have time to do that. Can you give us a summary of what the research is telling us?” So, that’s the journey upon which Anne and I and the Southwest Educational Laboratory embarked over a two-year period.

We read many, many studies. We started with a group of 200 and narrowed it down to 80 studies that focused on the link between various family and community interventions and student achievement. That’s what everybody wanted to know – what is the impact on student achievement?

We also wanted to make sure these were credible studies. We poured through them to make sure that the methodology matched what was being studied, that the findings and recommendations matched the data collected. We selected 51 studies for the book. We tried to be as diverse as we could, for example, we wanted to include research on middle and high school family engagement because school staff often describe how families disconnect in middle and high school. We wanted research that came from all areas of the country, not just the coastlines – California and Massachusetts. We wanted information from the middle of the country and from the south. We wanted to feature studies that looked at diverse populations, kids and families that come from all different backgrounds. We also wanted to make sure we looked at community as well as family involvement. We wanted to present studies that used a variety of research methodologies, qualitative and quantitative, and different sources of data.

First, I’ll address the “Where’s the Beef?” question: What’s the relationship between family and community engagement and student outcomes or even outcomes for school systems?

Anne and I strove to make the book “user friendly” and used the technique of creating “headlines” to outline our findings. This is what we found. Overall, there is a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. And importantly, this relationship holds across families of all economic, racial, ethnic and educational backgrounds

and for students at all ages. Whether the families were black, white, Latino, Chinese, whether they were from economically distressed communities or wealthy communities, we still saw a relationship between family involvement and student success. When schools, families and community members work together to support student learning, our young people tend to do better in school, stay in school longer, and like school more.

When there’s a home/school partnership - when families and school staff partner - these are the kinds of outcomes we see: these students are more likely to earn higher grades and test scores. These are the students who enroll in higher-level programs. When families and school staff partner, these are the students who are more likely to be selecting Advanced Placement, honors courses, and college-prep courses or any of the courses that really get them where they need to be in terms of their career goals. These are also the students who are more likely to be promoted on time and to earn credits. They are also adaptable to and attend school regularly. When school staff and families work on building positive relationships, students’ attendance rates improve.

Some of the studies indicated that when families were engaged with school staff in their children’s education, their children were the ones who exhibited better social skills and behaviors. I taught a theory course for aspiring teachers at Northeastern University. I always invited parents and teachers to address my class. One teacher always said, “My classroom management strategy is partnership with families. I don’t have to think about classroom management because my kids all know that I’m partnered with their parents.”

Finally, these are the students who are more likely to graduate and go on to higher education.

What do we know about community partnerships? While there’s less research on the effects of community involvement on student achievement, the existing research still suggests benefits for schools, families and communities, including improved achievement and behavior.

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Karen L. Mapp & Jane Quinn

I also want to discuss some of the educational outcomes from community partnerships. They include having communities vote for levies that support new schools and new facilities. The outcomes also include the push for improved school leadership and staffing, and for district resources to pay for needed professional development programs, high quality programs for students, new resources and programs to improve teaching and curriculum, and resources for after-school programs and for family supports.

Another outcome, and this is very important, is increased social and political capital of the participants. We all know families and community members who are not as confident as they would like at being engaged in these different educational endeavors. Some people are very intimidated by this place called “school.” Some of the studies indicate that when families are included as leadership partners and engaged in a meaningful way, their social and political capital increases. We see family members deciding to go back to school, family members deciding to be school board members. They build the confidence and capacity to get engaged in decision making and governance.

The question is, “How do we really create these partnerships among school staff, families and community members?” What are the components of effective partnerships? In working with principals from all over the country, many say, “I believe in these partnerships but how do we actually get them off the ground?”

I’m very interested in the leadership qualities needed to create effective partnerships. We know that much of what happens at a school rests with the leadership of the principal. What

When you are trying to build partnerships with families and community members, there also are three things I want you to remember: relationship, relationship, relationship. Because if you don’t build the relationship piece into your initiatives to connect with families and community members – and when I say build I mean to purposefully embed a relationship component into your initiative – your initiative will likely fail.

Karen L. Mapp & Jane Quinn

are the skills and competencies that enable them to really make those connections with home and community and sustain them?

Here’s what we’re now finding as we look at the research. One of the things I’d like you to do when you get back home is look up the word “partner.” You will find concepts embedded in the definition of “partner” that are themes identified in the synthesis. To partner implies a relationship frequently between two people in which each has equal status and a certain independence but also an implicit or formal obligation to the other or others.

I will be satisfied if you take away this piece from this presentation. What do real estate agents tell you are the three most important things you need to remember when purchasing a home? Everybody knows the answer: location, location, location. When you are trying to build partnerships with families and community members, there also are three things I want you to remember: relationship, relationship, relationship. Because if you don’t build the relationship piece into your initiatives to connect with families and community members – and when I say build I mean to purposefully embed a relationship component into your initiative – your initiative will likely fail. Without building the relationships, people will not engage. And if they do engage momentarily, they will not stay engaged.

There’s a wonderful book written by Tony Bryk and Barbara Schneider called “Trust in Schools.” They analyzed the relationship between levels of trust in schools and educational outcomes for students. What they found is that the higher the levels of what they’re calling “relational trust” exists in the school, the more likely that school is to attain its school improvement goals.

What are some required elements to build relationships among school staff, families and community members in support of children? First of all, the studies that looked at effective programs revealed that these programs embraced a philosophy of partnership. This is easier said than done. Look at the word “collaborative.” What word do you see embedded in this word? Labor. This means that this relationship building takes time and hard work.

The other piece of the partnership equation is equal status. This is where the road gets bumpy, because now we are talking about sharing power. This is where many of us get stuck, nervous and worried. Sometimes, we think that “equal status” means “this person’s going to try to tell me what to do and take over my role.” We need to understand that we all have a place at the table, bring different skills and knowledge to the partnership.

Envision this: all of your community members and all of your families have what I call an “invisible tool kit.” There are different tools in each person’s kit. Rebecca and I may have different tools in our tool kit. This means that, in our partnership, we need to share tools. Just because I may have letters after my name doesn’t mean that her tools are any less important than mine. When dealing with diverse families and community members, we sometimes forget that everybody’s got that invisible tool kit. Unfortunately, our body language reveals whether

or not we think that the person across from us has any tools. Your community partners will feel that when they come to a meeting. They'll be thinking, "Are we really going to be heard? Are we only here to fulfill a requirement for a grant? Are we really going to be on an equal playing field here?" Equal status really is important.

How do we address diversity? When Anne and I analyzed the studies that researched working with diverse families and community members, we found that these programs recognized, respected and addressed cultural and class differences.

I ask my students, "If you're working with families and with students in your classroom that are very different, look different, come from different places, how are you going to treat them?" My students always say to me, and I've taught this course for four semesters, "Dr. Mapp, we're going to treat them all the same! We don't see color. We don't see difference."

I then have them read, *The Dreamkeepers* by Gloria Ladson-Billings. She talks about a concept called dyconscious racism. That is when we wash out all the wonderful diversity that our families or our community partners bring to the table by saying "we don't see difference." So when Anne and I looked at the studies of these successful partnership programs we noticed they all recognize difference. They didn't say, "We don't see it." They respected it, they applauded it and they addressed it by, for example, making sure that information went to the home in the home language or by having translators at meetings. Offering childcare and transportation, having events in the community – these are some of the activities that recognize, respect and address differences in class, culture and background.

The programs also have to be inviting and address specific family and community needs. It's important to ask families and community members what they need to support children's learning.

I worked with a small school district that decided to have parent workshops, but attendance was low. I asked what the workshop topics were. "Parenting skills," they said. I asked them, "Is this something that your parents asked for?" They said, "Well, no." "Why this theme then?" I asked. "Well, because we're really having problems with classroom management and these kids are out of control. We figured that we needed parenting courses for the families in our community to learn to be better parents." I called some of the families to create a focus group to ask why they didn't come to the workshop. Parents stated that they were insulted by the topic and found the workshop to be disrespectful. "Nobody asked us if we wanted that topic," they said. The lesson here is that we should never make assumptions about what families may want or need from a partnership. Conduct a needs assessment of your community to ask what assistance or resources are needed to support student learning.

I'm going to end my presentation by talking about a process I've developed that comes from family systems theory. Salvatore Minuchin, a family systems theorist, created a theory called "The Joining Process." Minuchin stated that in order for

a therapist or counselor to work successfully with families, he or she had to connect in some respectful way with each and every member of the family system. In my own research on how and why families connect with schools, families always stress three points. They state that when school staff welcome them, honor them, and connect them to student learning, that this joining process draws them in, builds their confidence, and increases their desire to be engaged in their children's learning.

We have to acknowledge that it's difficult to join with families and community members through flyers, e-mail, or even the phone. Joining requires face-to-face interaction. At a seminar on community building and relationship building, a gentleman said to me, "This sounds all well and good, but how do I build a relationship with a stranger?" I asked him if he was married, and when he said yes, I asked him to describe how he met his wife. He said that he had asked her to dance at a college mixer. With a smile, he described how he had noticed that she liked a certain type of music with a particular beat. So, he waited for that type of song before asking her to dance. His strategy worked. I suggested that the same strategy applied to building relationships with families and community members. We need to pay attention to and listen for the type of music they like instead of only leading with our choices. You see, this is how you build relationships. In our work to improve schools and to attain educational success for all children, we have to operationalize relationship building among schools, families and communities.

Comments from a Participant

I just want to relay a story - one of those "ah-hah" moments that you have. I was a principal in a New Jersey school district. We were a pretty successful district but kind of opposite of the common bell curve. Hispanic kids, a growing population, pulled together. To get there we had to figure out how to help the kids in this group. There were lots of obstacles. One evening we conducted the meeting in Spanish and someone translated it for me. I experienced role reversal - I was listening to something I didn't quite understand. Teachers, kids and parents - everyone - wrote down what they wanted from education and something about their families, what was important, what their families could do better. What we discovered was that we all shared the same goal - we wanted our kids to be successful in school. There wasn't a parent there who didn't want that for their kids. We didn't know who they were until that evening. We had lumped all the Hispanic kids and parents together and even among themselves they came from very different backgrounds. Some wealthier parents had come from South America, other parents had come from poorer backgrounds. We clearly didn't understand who they were. That was very much a breakthrough experience that changed my whole way of thinking, making me realize that as teachers we didn't see beyond this. I know the partnership has grown from that experience!

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Karen L. Mapp & Jane Quinn

Karen Mapp's response follows:

That's exactly what I mean when I say "honoring." Those families were honored by that sensitivity and consideration and connected with that experience because someone finally understood who they were and took the time to have that experience. That's what I mean by operationalizing relationship building. It's having those kinds of experiences that allow a connection to be made.

Jane Quinn

I would like to begin exactly where Karen left off, which is about strategies for connecting school, home and community. Specifically, I will talk about community schools as a strategy and an approach. Let me start by asking: How many of you have teachers or administrators who make home visits? That's another way of honoring and getting acquainted and learning about who the kids are and who the families are. I recently heard an anecdote about a major urban school superintendent who, on the last day that he was in office, had a meeting with his staff. A friend of mine on his staff said that in a moment of really quiet reflection he said that he felt that he'd accomplished a lot, but he added, "The biggest regret I have is that I didn't understand soon enough who the children were." That went through my heart like a knife. Didn't that resonate for you? I wondered how much more powerful his time would have been and thought maybe he would have stayed longer and maybe, maybe, maybe. I also felt angry because I thought it was his job to know who the children were.

Karen and I met through a national organization called the Coalition for Community Schools. So I want to briefly cover a strategy called Community Schools. And I stress it is a strategy, not a program. It's a strategy for bringing student support services together around kids.

We have the Mott Foundation to thank for their 60 years of investments in community education. John Rogers, who is a historian, says that we're now in the fourth generation of community schools in this country. He claims that if we had listened to John Dewey and Jane Adams a hundred years ago and really operationalized what they were talking about way back then, we probably would have one long generation rather than four generations.

Let's clarify this concept of Community Schools. Is it the

same as Communities in Schools? Well, yes and no. Communities in Schools is a national organization that brings community resources into schools. So I would say that "Community Schools" is a bigger umbrella and that there are a number of different models under that umbrella. Communities in Schools, which really started out as a dropout prevention program, has broadened its approach. So I would say that it's one of the spokes in the umbrella, it's one model of community schools.

I'm a fan of all of these models, I have to say. I currently work for the Children's Aid Society, which has a model that we've developed. It's described in a book called *Building a Community School* that was written by the Children's Aid Society. There also is a book written by the Coalition for Community Schools titled *Making the Difference – Research and Practice in Community Schools*.

To make sure we're all on the same page, here is a definition from the Coalition for Community Schools that was hammered out by people like Karen and me and a number of others from around the country who are working in partnerships in schools. Some of the folks in the coalition are people who come from the education side and some of us come from community agencies that organize the community side.

We all agreed on this definition. A community school is both a place and a set of partnerships, and the partnerships are between the school and other community resources. We want to make sure that children's academic and non-academic needs are met. That's important if they're going to succeed. But we don't want schools to feel they have to do all this work by themselves. They can partner with organizations like the Children's Aid Society or Communities in Schools or the Boys and Girls Clubs or the hospital down the street, depending on the needs of the students. As Karen mentioned, in a community school there's an integration of the services, but there is a focus on academics. This is not about co-location. This is about promoting children's learning and their healthy development. So, the focus of community schools is first and foremost on academics and they bring in services and supports and opportunities. It isn't a "fixing the kids" approach. It's fixing the environment and surrounding kids with all the good stuff to improve student learning.

The community contributes to what the school is doing and the school goes out into the community and extends its services into the community. Why is this so important? Here's one reason. Nationally about 25 percent of families have children in the public schools. (In some communities it's much lower, 11 percent we've heard.) If we're going to get the financing that we need to support public education, we have to have a citizenry that's educated about what the schools are doing and feels that it's benefiting from what the schools are doing.

There is another definition. These definitions are consistent but just a different snapshot of what we're talking about. We call this the developmental triangle. This idea is rooted in all we know about child and adolescent development. There's a very solid research base supporting this approach. What we're doing in the triangle is connecting three important things that we

know are necessary for healthy child and adolescent development. The core instructional program is one side of the triangle - what we think of as what schools do traditionally. But in the Community School, the core instructional program is connected to another side of the triangle - enrichment - extra learning opportunities and extra developmental opportunities. That means exposing kids to new ideas, getting kids engaged in fun and challenging activities. Enrichment can be academic, social, cultural or recreational. Now we are at the bottom of the triangle - we're looking at three things that are connected - we know that lots of kids encounter barriers to their learning and healthy development. So Community Schools bring in the necessary services and resources. As Karen mentioned, these are based on a needs and resources assessment.

Community Schools remove barriers to children's learning by bringing in medical, dental, mental health and social services. The funding generally does not come out of the Department of Education's budget. It comes from other places. In our New York Community Schools, for example, most of these services are funded by Medicaid or by Child Health Plus. Some children have private health insurance. We are licensed and are able to charge those third parties. So we're not talking about the school doing more with its existing resources. We're talking about bringing additional financial and human resources into the school so that the school and the faculty can focus on academics and enrichment while community agencies can bring in other services.

I couldn't agree with Karen more. The number one mantra is "It's all about relationships." Our second mantra is "When you're in a partnership like this everything has to be negotiated all the time." Space, the "chalk wars," as they're called in the Beacon schools.

The well-known Beacon Schools is just one of several models of Community Schools. The Beacons were started in New York. They are a model that fits the triangle I described. What's unique about the Beacons is that they are publicly funded in New York City. Two sides of the triangle are funded by the New York City general tax base. There's a line item in the city budget for it. Some other cities have adapted that model -- San Francisco, Minneapolis and Savannah among them. "Bridges to Success" is the United Way model, a national model.

The Children's Aid Society is the oldest and largest social service organization in New York. Our Community Schools are in partnerships with 13 public schools through this kind of full-service, deep, committed approach. And we're bringing in about \$13 million a year to the NYC public schools in terms of skills, financial and human resources.

In Chicago there is a big Community Schools effort that started with three schools that were privately funded by the Polk Brothers Foundation. Now the school district has a big citywide effort to have 100 Community Schools in Chicago. There's also a model that focuses on early childhood called "Schools of the 21st Century." This is a university-assisted model, developed by the University of Pennsylvania.

So you see, we're not talking about one brand here. We're talking about a strategy and a way of working. And it works. It works for two reasons. One is that this strategy is based on some very solid research, e.g., what we know about children whose parents are involved in their education. It also draws on what kids do in their out-of-school time and how that contributes to their academic success. It builds on resiliency theory and a number of other human development theories. It's really important as you are writing your 21st Century Community Learning Center or other grant proposal to be familiar with the research that is underlying this approach.

So that's the theoretical base. There's also a set of empirical studies based on evaluations of Community Schools. Our colleague Joy Dryfoos, who wrote a book called Full-Service Schools, did a kind of a meta-analysis similar to the parent involvement studies that Karen and Anne Henderson did. Joy looked at 49 studies of Community Schools and she found a mixed bag of studies that have different methodologies, different models with different goals, but she found some very promising results. She found that 36 of 49 showed gains in academic achievement that is really impressive because not all of them were focused on academic achievement. Some of them were focused on improving children's mental health or improving their health in general. Other very promising results include improved attendance and reductions in suspension which is kind of a proxy for kids' behavior improving. (It can, of course, be the result of a change in policy.)

A lot of these studies show increases in parent involvement. When the NYC public schools asked us to come to work inside the schools, they found that we're a family service agency - we know how to work with families. So, we were able to get dramatic increases in parent involvement because we are working in these communities already. We have bilingual staff in our bilingual neighborhoods. We hire people from the community and we work deeply in the community 24 hours a day.

We have a variety of strategies to help parents feel comfortable in the schools. We hire parent coordinators whose job is

A community school is both a place and a set of partnerships, and the partnerships are between the school and other community resources. We want to make sure that children's academic and non-academic needs are met. That's important if they're going to succeed.

Karen L. Mapp & Jane Quinn

to welcome parents into the school. We honor the culture of the community and families. For example, in one of our middle schools in Washington Heights, we have the annual Dominican Heritage Celebration. Two to three thousand people attend. Most of those people don't have kids in the school but are interested community residents. They come into the school, they see the student work on the wall, the students take them on tours. We approach them while they're in the school to make sure they understand what's going on in the school. That's the start to working on political advocacy and to building social capital. And it works.

There is a national Coalition for Community Schools founded six years ago. It's really the only national organization that I know of that brings together the national education groups with the national youth service and child welfare groups. We are pushing a major advocacy agenda. We've been very active in making sure that the 21st Century Community Learning Centers program, first of all, got funded, and that it stays funded. Almost everybody is accessing this particular funding source. It's good money -- a billion dollars a year. Under No Child Left Behind it went from a federal discretionary grant program to the state departments of education. It's designated for exactly what we're talking about here -- partnerships between public schools and community agencies and it's for academic enrichment, youth development and parent education.

Representative Steny Hoyer, a leading member of the House of Representatives from the state of Maryland, is sponsoring some federal legislation called the Full Service Schools Act. He just introduced it into the House this year and a similar bill has been introduced into the U.S. Senate. That's an important piece of legislation to track because it's going to provide additional support for the kind of work that we're talking about.

I'm glad that you know something about Community Schools and that many of you are actually involved in the strategy. If your schools are 21st Century grantees, that is a positive step. The mandatory components of 21st Century really are the key building blocks to becoming a full-service school. Of course we would not say that every school needs to be a full-service school. It depends. If there's a clinic across the street from your school, you're not going to set one up in your school. But you're going to do a needs assessment and you're going to do whatever it takes to make sure that all children really do succeed!

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Improving Language and Literacy is a Matter of Time

By Paula Tallal

Introduction

Concerns about language and literacy skills are increasing. Millions of students who enter school with weak *language* skills fail to learn to read and drop out before graduation, with lowered prospects. Despite the fact that U.S. public schools spend twice as much to educate special education students (75-80% of whom have a language-based learning disability) reading scores in the USA have not improved over the past 20 years. National statistics demonstrate that 35% of youths with learning disabilities drop out of school and 56% of these will be arrested. Fifty percent of juvenile delinquents and 60% of adolescents in treatment for substance abuse also have learning disabilities. In response to the magnitude of this growing problem the U.S. government has sponsored the “No Child Left Behind” legislation mandating all students pass a reading proficiency test by 3rd grade or be retained. Yet past experience has shown that increased funding, educational focus and even political clout have failed to solve the literacy problem. What is needed is a better scientific understanding of how the brain learns spoken and written language and how to effectively transfer this scientific knowledge into practice.

Most scientific studies of reading have focused on dyslexia, diagnosed when an otherwise normally developing child fails to learn to read despite sufficient educational opportunity and normal intellect. Dyslexia, originally called “word-blindness,” was thought to derive primarily from visual processing deficits and only affect written language. However, more recent research has focused on the role of acoustic, phonological and memory processes, as well as developmental language disorders, in the origins of reading problems. Furthermore, longitudinal studies have shown that a large percentage of children who meet diagnostic criteria for specific language impairment (SLI - poor oral language skills but normal nonverbal abilities) subsequently or concurrently also meet criteria for dyslexia. Findings of similar (albeit not identical) patterns of deficits suggest that the difference between SLI and dyslexia may be quantitative rather than qualitative and possibly a question of maturation. To acknowledge the continuum between spoken language and reading impairments in many children, I use the inclusive term language learning impairment (LLI). Furthermore, current research demonstrates that there may be more similarities than differences between children who are struggling to learn to read for a variety of reasons and those meeting clinical criteria for dyslexia. This information is of considerable importance to schools in that it suggests that intervention methods that have proven successful in treating children with dyslexia may also be most successful in helping any child who is struggling to learn to read. Thus, I will use the term LLI in this article inclusively to refer to the major-

On the basis of these findings we hypothesized, and subsequently demonstrated, that children with LLI are specifically impaired in their ability both to discriminate between and produce speech sounds that are characterized by brief, rapidly successive (40msec) acoustic changes, such as the brief formant that are the sole differentiating feature between syllables such as /ba/ vs /da/.

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ity of children struggling to learn to read, not just those with a diagnosis of dyslexia. Ultimately, we will need a better understanding of within as well as between group individual differences before we can fully understand the neurobiological basis of the spectrum of deficits leading to deficient literacy skills.

Phonological Processing Constraints

Phonological processing deficits are not only characteristic of children with delayed language development, but it also is possible to predict with considerable accuracy which children are going to struggle to read based on their ability to manipulate phonemes within spoken words (for example, saying “plane” without the /n/ sound is “play”). While the relationship between phonological deficits and language impairment seem obvious, the effects on reading requires a better understanding of the alphabetic principle underlying reading. Learning to read alphabetic languages such as English depends on becoming aware that printed characters (graphemes) correspond to phonemes, the smallest meaningful unit of sound that can change the meaning of a word. Proficiency in decoding words into their phonemic segments (phonemic awareness) is considered by many to be the core deficit in children struggling to learn to read. While other aspects of language (semantics, morphology, syntax, discourse) clearly are essential for reading fluency and comprehension, these have received considerably less research focus.

Although it is widely accepted that LLI is characterized by phonological deficits, the precise etiology of these deficits remains the focus of intense research and often heated theoretical debate. A central research question is whether phonological deficits are “speech specific” or derive from more basic attention/perception/memory and/or motor constraints. A large body

of research aimed at addressing this question has led to the development of several different models of LLI. Importantly, all of these hypotheses have in common a constraint in the speed of information processing and/or production that is postulated to disrupt essential components of language learning, beginning with the acquisition of phonological representations. However, others have argued that these non-linguistic deficits occur in only a minority of individuals with LLI and, as such, are neither necessary nor sufficient to be causative. Thomas and Karmiloff-Smith recently suggested that much of this confusion derives from a failure to take a developmental neuroscience perspective. While most early studies of developmental LLIs focused on young children who were failing to learn to talk and subsequently to read, recent research has been dominated by studies of much older individuals (primarily college students) who have spent a lifetime developing alternate brain strategies to cope with their developmental disabilities. Unfortunately, key theories pertaining to dyslexia and other LLIs have rarely accounted for neurodevelopmental and maturational brain changes resulting from individual differences in early learning experience.

Auditory Mapping of Speech

How do phonemes come to be represented in the brain and why do so many children with LLI have weak or imprecise phonological representation? An infant does not know which language(s) she will need to learn. Rather, each language has its own set of phonemes that must be learned from experiencing the ongoing speech stream of the native language. The acoustic waveform of speech is ongoing, complex and characterized by very rapid acoustic changes in frequency and intensity (known as formant transitions) followed rapidly in succession by steady-state vowels or other acoustic segments that are produced sequentially as we move our speech articulators. For example, in the syllable /ba/ and /da/, the only differentiating cues occur within the initial 40 msec formant transition.

Physiological mapping studies have shown that the detailed organization of auditory cortex is driven by environmental input during critical periods of development. Exposure to altered acoustic input during critical periods of early development, such as noise, significantly disrupts the development of the primary auditory cortex and these developmental changes continue into adulthood. Importantly, beyond the critical period, these sensory/neural maps can only be driven to change by intensive, neuroplasticity-based training. These studies demonstrate that the auditory cortex is shaped early in life by the features and statistical probability of occurrence of acoustic input during critical periods of development.

Considering the amount of speech that is directed to the infant, it is easy to understand how important speech is in shaping the auditory cortex during critical periods of human development. To further aid in this process, adult speech to infants (known as “parentese”) has been shown to exaggerate (extend in time and amplitude enhance) the acoustic changes that differentiate phonemes within syllables and words. Thus, both neuroplasticity-based learning as well as acoustic time and amplitude enhancement seem to be very important for developing and sharpening phonological representations in the brain.

Language Learning Impairments (LLI)

Infants as young as six months old require on average silent gaps of only tens of msec to discriminate between two brief (75 msec) tones differing in frequency. However, over 30 years of behavioral as well as electrophysiological research has demonstrated that it is not uncommon for young children with LLI (5-9 years old) to require hundreds of msec to perform this and other temperospectral (time and frequency) acoustic tasks. On the basis of these findings we hypothesized, and subsequently demonstrated, that children with LLI are specifically impaired in their ability both to discriminate

between and produce speech sounds that are characterized by brief, rapidly successive (40msec) acoustic changes, such as the brief formant that is the sole differentiating feature between syllables such as /ba/ vs /da/. However, they are unimpaired in processing speech contrasts based on longer duration acoustic cues such as 250 msec duration steady-state vowels.

To demonstrate that the speech deficits of these children relate specifically to the duration of brief, rapidly successive acoustic cues within speech, a computerized acoustic manipulation was tried. The syllables /ba/ and /da/ were computer synthesized and the duration of the formant transitions preceding the steady-state vowel segment was extended from 40 msec to 80 msec. This “acoustic modification of speech” resulted in significant improvement in speech discrimination. The finding that speech perception could be significantly improved by this acoustic modification ultimately led to the development of an algorithm that could perform these manipulations within the acoustic waveform of ongoing speech. This formed the basis of a novel intervention strategy called Fast ForWord®, which combines acoustically modified speech with explicit phonological, language and reading intervention in a series of neuroplasticity-based training exercises disguised as computer games (see www.scientificlearning.com/examples).

These studies demonstrate a very important new finding. They show that early individual differences in RAP both precede and predict subsequent language development and disorders.

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Does Acoustic Speed Predict Verbal Intelligence?

Is there any evidence that some infants require more time to process auditory information than others? And, if so, is there any evidence that individual differences in rapid auditory processing thresholds affect language development and/or verbal intelligence? To investigate these questions, April Benasich and I developed a method for establishing individual rapid auditory processing (RAP) thresholds in infants. Then, language and cognitive development were assessed prospectively, and longitudinally through 36 months of age. Infants were operantly trained to look to a toy on their right when they heard one tone sequence (high-low) and to their left when they heard a different tone sequence (low-low). The training stimulus incorporated two 75 msec duration tones separated by a 500 msec silent inter-stimulus interval (ISI) between the end of the first tone and the beginning of the second tone in each sequence. Once the infant had learned this task to criterion, the ISI between tones was systematically decreased for correct responses or increased for incorrect responses, until an individual RAP threshold was established for each infant.

Two groups of infants have been studied, one with a positive family history (FH+) for SLI, and one without (FH-). Family genetic studies have indicated that approximately 50% of the infants born into FH+ families are at risk for developing similar problems so we predicted that if RAP differences in infancy were related to language outcomes, approximately 50% of the infants in the FH+ group would have elevated RAP thresholds. We further predicted that individual RAP thresholds in infancy (across both groups) would account for a significant proportion of variance in subsequent language development and verbal intelligence. This is precisely the pattern that was found. Infant testing revealed a highly significant group difference in RAP thresholds between FH+ and FH- infants. On follow up, we found that among a large battery of sensory, perceptual and cognitive measures, infant RAP thresholds were the single best predictor of language outcomes at age 2 years. By age 3 years, two variables, RAP thresholds obtained at 6 months and being male, together predicted 39-41% of the variance in language outcome. Furthermore, these two infant variables accurately classified 91.4% of 3-year-old children who scored in the "impaired" range on the Verbal Reasoning scale of the Stanford-Binet intelligence scales. Importantly, none of the infant variables proved capable of discriminating between 3-year-old children on the nonverbal portions of the Stanford-Binet, demonstrating the specificity of the relationship between individual differences in infant RAP thresholds and subsequent individual differences in language and verbal intelligence.

These studies demonstrate a very important new finding. They show that early individual differences in RAP both precede and predict subsequent language development and disorders. These results provide a valuable developmental perspective from which to discuss the role of individual differences in auditory processing – specifically, rapid temporospectral processing

– in phonological and language developmental and disorders. This cohort is currently being followed longitudinally to better determine the specific role that RAP as well as early language development play in the acquisition of reading.

Neuroplasticity and Remediation

It has long been thought that sensory neural maps were established for a lifetime during early critical periods of development. However, more recent physiological studies, which demonstrate that sensory neural maps can be substantially altered at the cellular level by intensive behavioral training in adult animals, have significantly challenged that perspective. Of particular relevance to our focus on language learning are neuroplasticity – based training studies in animals that demonstrated that the rate of auditory processing can be significantly speeded up by intensive, adaptive behavioral training.

In the early 1990s Michael Merzenich, Bill Jenkins, Steve Miller and I began discussing whether the results of these neuroplasticity-based training studies in animals might be applied to children. We were eager to see if similar methods could be developed with the aim of ameliorating the RAP deficits that are characteristic of many children with LLI, and if so, whether improvements in phonological, language and reading skills might follow. These discussions led to a series of laboratory studies, field studies and subsequently to the development of a novel, neuroplasticity-based training approach called Fast ForWord®. (See Box 1.)

Fast ForWord® is a series of neuroplasticity-based training programs designed to improve fundamental aspects of oral and written language comprehension and fluency. The exercises incorporate two simultaneous approaches to intervention, disguised as a series of computer "games." In one approach (Circus Sequence), subjects indicate the temporal order of tones that either rise or fall in pitch and that have been designed to cover the basic range of frequencies and speeds that typify the temporospectral changes occurring in formant transitions in consonants. The computer program adaptively changes on the basis of each subject's trial-by-trial performance. The goal of the exercise is to increase the ability to attend to and sequence increasingly rapidly changing acoustic stimuli, and to expand the memory span for rapidly successive events, until levels typically found in the acoustic changes that characterize ongoing speech are reached.

The second approach uses a computer algorithm to acoustically modify (temporally extend and amplify) the rapidly successive acoustic changes that occur within ongoing speech (Nagarajan et al., 1998). This acoustic modification is intended to emphasize the rapid temporospectral acoustic changes that mark key differences between brief phonemes within the ongoing waveform of speech. This acoustically modified speech algorithm is used in a series of exercises to cross-train individual components of language and reading across multiple levels, from the phoneme (Phonic Match) to the word (Phonic Word) to grammatical sentences (Language Comprehension Builder).

After training, the experimental group showed dramatic improvement in the rate of acoustic processing, moving many (but not all) subjects from abnormally elevated thresholds in the hundreds of msec range to the tens of msec normal range. In addition, significant improvements in speech discrimination and language comprehension were demonstrated for the majority of the trained subjects.

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As a rule, as linguistic performance improves, the amount of acoustic modification adaptively decreases until all the exercises can be performed accurately with normal speech.

After demonstrating successful outcomes in several laboratory studies as well as two large field trials in 60 schools and clinics in the USA and Canada, Fast ForWord®-Language subsequently was released commercially for the use in clinics and schools as an intervention for children struggling with English language and literacy skills. With the aid of computer technology, and the Internet for data transfer, the Fast ForWord® series of training programs (that now incorporates both a language and reading series) has, to date, been applied to over 375,000 children in over 2000 schools (for data from multiple clinic and school trials go to www.scientificlearning.com/results/).

NOTE: The following article includes excerpts from a paper recently published by Paula Tallal in Nature Reviews Neuroscience (Volume 5, no. 9, pp 721-728). To request a reprint of the full version of this paper (including complete citations) e-mail Tallal@axon.rutgers.edu. You also are encouraged to access the following online links that accompanied the published version of this article.

*Fast ForWord school results: www.scientificlearning.com/results
Example demos of Fast ForWord exercises: www.scientificlearning.com/examples
Neuroscience Web site for educators, including continuing education short courses on how the brain learns: www.brainconnection.com*

Disclosure: Paula Tallal is a co-founder, director and has a financial interest in Scientific Learning Corporation (www.scientificlearning.com) the company that developed the Fast ForWord family of training programs.

In our original laboratory studies, two matched groups of children with LLI participated in daily training for approximately three hours per day for four weeks. The experimental group was trained with a neuroplasticity-based exercise designed to speed up auditory processing (called Circus Sequence) as well as with multiple language exercises that incorporated “acousti-

cally modified speech.” The treatment control group received precisely the same language intervention, but with speech that was not acoustically modified, and instead of the auditory tone sequencing exercise (Circus Sequence) aimed at speeding rapid auditory processing RAP), the control group played non-temporally adapted visual computer games. After training, the experimental group showed dramatic improvement in the rate of acoustic processing, moving many (but not all) subjects from abnormally elevated thresholds in the hundreds of msec range to the tens of msec normal range. In addition, significant improvements in speech discrimination and language comprehension were demonstrated for the majority of the trained subjects. Furthermore, there was a highly significant correlation between decreases in RAP threshold and increases in language skills. That is, there was a strong relationship between improved speed of processing and improved phonological processing and language skills.

As is the case with any intervention, not all children improved to the same extent and a minority not at all. Furthermore, many children in the control group who received the same intensive language intervention, but without the benefit of the acoustically modified speech or RAP training, also improved, leading to questions about the specificity of the results to the temporal manipulations per se. Aspects of this intervention share some features in common with many other successful treatment approaches, specifically the intensity and consistency of treatment as well as explicit training of one or more components of language (phonology, semantic, syntax). However, these factors were explicitly addressed in the randomized, treatment control group. While both groups showed significant gains over baseline performance on language measures, the experimental group receiving language training with acoustically modified speech coupled with RAP training showed a statistically significant advantage over the treatment control group. These laboratory results have now been replicated in numerous independent studies in school and clinical settings with thousands of children (see www.scientificlearning.com/results). Though not all randomly controlled trials, these widespread results indicate that these scientifically validated methods can be scaled up and rigorously applied and replicated, when implemented correctly, within public school settings.

Despite good overall success with these first-generation neuroplasticity-based training approaches, as is the case for all intervention strategies, there remains a percentage of children who improve only slightly, or not at all. Long-term follow-up studies of trained children are needed together with a better understanding of individual difference in outcomes that may be influenced by the educational profile of each child. Additional research is needed to better understand which specific components of this and other intervention programs drive which specific outcomes for which specific children.

But, What About Reading? Integrating Remediation and Neuroimaging

Our initial studies focused on improving spoken English language skills to provide the foundation on which learning to become a proficient reader depends. Thus, we also hypothesized that neuroplasticity-based intervention aimed at improving RAP thresholds and sharpening acoustic/phonetic processing would have an impact not only on spoken language, but also on reading decoding and comprehension skills, and would do so by “remapping” brain areas important for these functions. Specifically, we hypothesized that driving RAP thresholds from the hundreds of msec into the tens of msec time window would provide the neural substrate necessary for chunking the ongoing acoustic waveform of speech at the finer-grain level necessary to build distinct (categorical) phoneme representations. This should improve the ability to detect phonemes within words and hence the ability to learn letter/sound correspondences. In addition, we hypothesized that explicit training in the rules of English grammar, presented initially with acoustically modified speech then individually adapted back to normal speech, should lead to improvements in reading comprehension and fluency. Finally, based on research showing deficits in auditory attention and memory in children with LLI we hypothesized that adding intensive training components in these areas as well should be important for reaching the largest numbers of children who are struggling with reading and other literacy skills.

Recently, researchers at Stanford University used behavioral as well as functional magnetic resonance imaging (fMRI) techniques to evaluate these hypotheses in dyslexics. In the most recent study twenty dyslexic children and twelve matched typical readers received a battery of language and reading tests, and two fMRI scans while performing a letter rhyming task, approximately eight weeks apart. Between scans, the dyslexic children completed the Fast ForWord®-Language training program. After training, the dyslexic’s performance both on standardized language and reading tests showed significant improvement. Importantly, word decoding scores (representing the core deficit of phonemic awareness) moved from one standard deviation below the mean before training to well within the normal range after training. Comparable improvements in reading comprehension were also documented. In addition to significantly improved reading in the trained dyslexic group, fMRI results showed “normalization” (increased metabolic activity) in left hemisphere temporoparietal language regions. The control group showed no significant behavioral or fMRI test-retest changes. These results with children with dyslexia replicate the pattern of results found in a similar study with dyslexic adults, demonstrating that neuroplastic changes in the brain can be driven via behavioral training throughout the lifespan.

Additional fMRI studies, including a matched control group of dyslexic children who receive a different form of intervention, are currently underway to better understand the nature of the neuroplastic changes that occur with various forms of remediation. Specifically, we need to better understand the multiple

changes that occurred in the brains of the trained children, not only in left hemisphere language areas but also in homologous areas of the right hemisphere as well as other brain areas. Other laboratories have recently reported similar fMRI or electrophysiological changes after intensive, explicit phonological awareness training. These are among the first studies to show that fMRI and other neuroimaging modalities may become a useful adjunct to evaluating and comparing the efficacy of various educational intervention approaches. The long-term goal of this research is to better understand the neurobiological signature of different forms of LLI, as well as various treatment approaches, so that more efficacious treatment approaches can be designed to better meet the needs of each child.

Conclusion

The significant improvements in reading following Fast ForWord-Language training provide strong support for the theoretical premise initially driving the hypothesis linking rapid auditory processing, language and reading. Recall that the Fast ForWord-Language series of training exercises does not incorporate any letters at all, but rather was designed to improve the rate of auditory sequential processing, attention, memory, phonological processing and grammatical skills. The finding of improved reading immediately following this training demonstrates the importance of these essential building blocks not only for language, but also for reading success. In turn, these results underscore the importance of designing more neuroscience-informed intervention strategies for individuals who continue to struggle with language and reading using more traditional educational and clinical approaches. These positive findings have now led to the development of an additional series of exercises, Fast ForWord- Reading, designed to extend the improvements in reading skills to more complex levels.

Developmental deficits affecting speech perception increases the risk for language and literacy problems with lowered academic and occupational attainment. Both normal development and disorders of speech perception have been linked to auditory processing speed. Understanding the role of dynamic auditory processing in speech perception and language comprehension has led to the development of novel neuroplasticity-based intervention strategies aimed at ameliorating language and literacy problems and their sequelae. Trials in US public schools have demonstrated considerable success in helping children improve their language and literacy skills.

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Changing Times for Ourselves

AASA American Education Award Dr. Dorothy I. Height 2005 Award Recipient

The American Education Award was established in 1928. Its purpose is to honor an outstanding American citizen who has achieved excellence or a distinguished career in any profession and who serves as a role model and teacher to others. Past award winners include former President Lyndon B. Johnson, Margaret Mead, Walter Cronkite, Jonathan Kozol and the late Sen. Paul Wellstone.

For more than half a century, Dorothy Height's leadership has advanced the struggle of women and families worldwide. She has indeed carried out the dream of her friend and mentor, Mary McLeod Bethune, to leave no one behind.

November 7, 1937, Bethune, the founder and president of the National Council of Negro Women (NCNW), noticed the assistant director of the Harlem YWCA as she escorted Eleanor Roosevelt into an NCNW meeting. When Bethune approached Dorothy Height to help in advancing women's rights, she eagerly accepted a volunteer position. In doing so, she began her dual role with the YWCA and the NCNW, integrating her background as a social worker and educator and her experiences as an international youth and women's advocate with her commitment to rising above the limitations of race and sex.

Dorothy Height began forging bonds between women across race and class in her travels and studies in Africa, Asia, Europe and Latin America. This reaffirmed her conviction that making international connections to women would only strengthen her work. Height quickly rose through the ranks of

She worked closely with Dr. Martin Luther King, Jr., Roy Wilkins, Whitney Young, A. Phillip Randolph and others, participating in almost every major civil and human rights event in the 1960s. Height worked simultaneously for all three organizations, retiring from the YWCA in 1977 and from the NCNW in 1998.

the YWCA, working on programs and policies that pushed the organization toward more progressive attitudes concerning black women. The organization's full commitment to integration owes much to her work.

Her career as a civil rights advocate blossomed. In 1947, she was elected national president of Delta Sigma Theta Sorority. As she did with the YWCA and the NCNW, she carried Delta Sigma Theta to another level, moving the sorority into a new era of activism nationally and internationally. Her subsequent appointment as the president of the National Council of Negro Women made perfect sense. She worked closely with Dr. Martin Luther King, Jr., Roy Wilkins, Whitney Young, A. Phillip Randolph and others, participating in almost every major civil and human rights event in the 1960s. Height worked simultaneously for all three organizations, retiring from the YWCA in 1977 and from the NCNW in 1998.

Perhaps her most important work was as president of the NCNW, where she led a crusade for justice for black women and worked to strengthen the black family. She developed several national and community-based programs, placing special emphasis on engaging young people. She established the Bethune Museum and Archives for Black Women, the first institution devoted to black women's history.

She has received countless awards for her tireless efforts, including the Citizens Medal from President Ronald Reagan in 1989, the Medal of Freedom from President Bill Clinton in 1994 and the Congressional Gold Medal of Honor from President George W. Bush in 2004.

Tributes to Dr. Height elaborate upon her noteworthy service.

From Paul D. Houston

Dr. Height delivered a lifetime of service as an administrator, teacher and social activist. At a very early age, she established herself as a dedicated student with exceptional skills. What is remarkable about Dr. Height is that as a young girl she fearlessly expressed herself regarding the sexist and racist assumptions or actions of the times. It's no surprise, then, that as a young woman of 25 she heeded the call of Meredith Lee McQuin, founder of the National Council of Negro Women, and joined her quest for women's equality in employment and educational opportunities.

By that time Dr. Height's career as a civil rights activist began to unfold. She worked to desegregate our schools and reform the criminal justice system and to create free access to public accommodations. At the same time Dr. Height began her work with the national Young Women's Christian Association (YWCA of USA). She rose quickly through the ranks and held several leadership positions. She was dedicated to ensuring the success of the YWCA mission -- to provide equal opportunity and facilities to women of all cultures and nationalities. She volunteered for 20 years for the National Council of Negro

Dorothy Height is a living legend. Her historic contributions on behalf of women, families, the poor, victims of racial and sex discrimination, and the disadvantaged and forgotten people of our country have made America a more just and compassionate nation.

Paul Houston

Women, becoming president of that organization in 1957. Dr. Height was also the tenth president of Delta Sigma Theta Sorority, which focused on scholarship and service.

Dorothy Height is a living legend. Her historic contributions on behalf of women, families, the poor, victims of racial and sex discrimination, and the disadvantaged and forgotten people of our country have made America a more just and compassionate nation.

She has received many degrees – from Harvard, Howard, Princeton and others. Among her many honors, Dr. Height has received the John F. Kennedy Memorial Award for the National Council of Jewish Women, was appointed by President Carter to the Presidential Commission on the National Agenda in the 1980s, was presented the Citizens Medal in 1989 by President Ronald Reagan, received the NAACP's highest civil rights honor, was inducted into the National Women's Hall of Fame in 1993, and received the Medal of Freedom presented by President Bill Clinton in 1994. On her 92nd birthday she received the Congressional Gold Medal of Honor from President George W. Bush. With this honor she joins a prestigious group. George Washington was the first recipient in 1776. Other honorees include Walt Disney, Winston Churchill and Mother Teresa.

Throughout her career Dr. Height has been a leader in struggle, equality and human rights for all people. Her life exemplifies her patient commitment to adjust society to her version of a better world. Her recently published memoir, *Open Wide the Freedom Gates*, tells not only the story of her life, but also opens our eyes to a huge piece of American history, a history which she lived. Of her memoirs Bill Cosby wrote, "This book will make sure you understand just how important Dorothy Height is to American history. You'll understand why Dr. Dorothy Height

Mountains move very slowly. . . that's why we maybe have never noticed Dorothy Height.

Bill Cosby

has never taken the time to promote herself, to elbow her way into photo opps, to say controversial things. Mountains move very slowly. . . that's why we maybe have never noticed Dorothy Height."

But with this award we take notice. We are proud to present Dr. Height with the American Education Award. With this award, she joins another wonderful group of people who have been honored, including Helen Keller and Norman Rockwell.

When asked how she wanted to be remembered Dorothy Height told People magazine, "I want to be remembered as someone who used herself and anything she touched to work for justice." Well, she's done just that. The American Education Award is inscribed: "The American Education Award presented to Dorothy Height, an outstanding American who teaches and mentors others."

From Mary Grant

Truly it is an honor and a blessing to be able to stand here before you on behalf of my dear friend and colleague Dorothy Height to receive this award for a woman that is so worthy. I need to tell you that all is well. She's just like a mountain, refuses to be moved. The Lord has blessed her. He's keeping her safe. Yesterday as I looked at her in her bed, I said to her, "Now, I thought this only happened in a movie." She had lipstick on. The only thing she did not have on was her hat. So the Lord has blessed her. I am pleased that you are honoring her and giving her flowers while she can see them and the beauty that they bring.

I'm going to ask all of you to continue her struggle. The struggle is for our children. As principal of Tacoma Educational Center, I am pleased that you continue the struggle. That's one thing I was concerned about. When you were asked, many of you said you are going through struggles. Remember, the struggles we go through every day, they are not for ourselves. What about the children? This is what this award is all about.

Thank you on her behalf. God bless you.

Remember, the struggles we go through every day, they are not for ourselves. What about the children? This is what this award is all about.

Mary Grant

From Robin Breedlove

As the national marketing director for Dr. Height's book, *Open Wide the Freedom Gates*, I am honored and privileged to bring you greetings from Dr. Height. Had this event been

held a week later, she probably would be right here. Front and center, in her classic trademark purple hat and matching designer shoes. We all know she looks like a million dollars every time she walks out the door. Those of us who work with her every day know that she is a truly remarkable person. A mentor, a role model, a friend. I tear up a little bit just knowing how lucky and how blessed we are to be in her sunshine.

She has done some remarkable things quietly. You heard about all the medals, all the honors. But in her trademark style, she doesn't blow her own horn or get right out front or in your face. She is a leader and a significant human being in just the most extraordinary way. We who work with her know that she's there every day, before ten, dressed hat-to-toe. She doesn't have a bad day. Every day is special. We know that she brings her greetings and she's doing better every single day.

She is one of the most remarkable human beings to write a book in this country. It took her a while, but for good reasons. She collected all of her experiences, put them together for all of us to hear and see. She talks about her book everywhere she goes. She gives us tidbits, small tidbits that she might have forgotten to put in the book. That just makes it that much better that you have a copy on your own personal shelf.

She finished her book in early 2003. Ever the perfectionist as most people know, many of us worked with her night and day. She wrote, she rewrote, she edited and reedited, chapter by chapter. Ms. Straford, the photographer here, has been with us every step of the way. She has captured a remarkable photo journey for us to see. Many nights sleeping on her floor -- reediting, reediting.

The book came out in June of 2003 and Dr. Height ran with it like a person who had never written anything in her life. We went to the Smithsonian, had a conversation with Gwen Eiffel, jumped up to New York to the Shalmsberg, and she didn't stop. She literally crisscrossed this country. As of last night, she completed 148 special events across the nation. She's been in 13 states. In fact, you'd think she was running for office. She's been in 13 states, some of them two and three times. She was on her way back from an event last week. What most people don't know is she flew to New York to receive an award from the American Geriatric Foundation. She got on a plane, flew to O'Hare the next morning at 6:30 to address the Society for Human Resource Management, got on a plane that night, went back to New York to address the IBM executives and then flew into D.C. and went to the hospital. (Dr. Height had a stroke.)

She is amazing. We have just had the most remarkable tour and the most remarkable experience. Her publisher to this day has pushed the paperback up on the schedule four times. Most books have a three- to six-month life before they go into a paperback edition. She's into a year and a half of a book tour and the book is still selling well. It is a remarkable document. The publisher has told us many times, "The bad news is, it's not salacious, it's not scandal-ridden, it's not full of skeletons hiding in the closet, so we might not get that big a hit the first time around. The great news is it's an evergreen document. It's

classy, it's historical and it's full of grace."

It's her story woven into our story. And that's what makes it so special. I encourage all of you to get that book, make it part of your personal collection, your library. It's a worthwhile gift for any young person. As we move towards the paperback, we're looking at an academic market. We're looking at a place where young people can catch just a little bit of her spirit. What she says usually is that, "If we move forward without worrying about who gets the credit, then we get the job done. If you move forward, not necessarily wondering where you're supposed to be, but being led by what you're supposed to do, you get there." She feels and we all know because we've been with her, that if you can pick up just a bit of clarity, a bit of focus by reading her book, then she's shared her journey and she feels that she's shared her story. On behalf of Dr. Height, thank you.

Paul D. Houston is Executive Director of the American Association of School Administrators, Arlington, Virginia.

Mary Grant is Principal of Takoma Educational Center in Washington, D.C.

Robin Breedlove is National Director of the Open Wide the Freedom Gates Book Tour.



Ladies Who Lead – Voices of Authentic Character

By Cynthia Cadieux & Hope Jordan

Introduction to Our Research

Superintendents play a crucial role in the academic success of students and the efficient operation of a school system. Much of what is written about the superintendency deals with race and gender gaps within the position, variations on routes to the superintendency, qualifications and leadership styles of superintendents, and inequality in compensation of superintendents (Brunner, 1999; Brunner, 2000; Grogan, 1996; Wilson, 2004). Our new book, which is due to be published in Spring 2005 titled *Ladies Who Lead – Voices of Authentic Character: Women in the Role of School Superintendent* reflects a unique approach taken by Dr. Cadieux and I on the topic of the superintendency, one that analyzes the character traits of a group of women in the role of school superintendent.

This research journey started over two years ago when Dr. Jo Lynne DeMary, Superintendent of Public Instruction for the state of Virginia, spoke at a Tidewater Chapter meeting of Phi Delta Kappa (PDK). Dr. DeMary was an excellent speaker who engaged the audience as she spoke and highlighted her experiences as the first female Superintendent of Public Instruction in the Commonwealth of Virginia. Dr. DeMary's presentation made an impression on the audience members and led to the decision by the program committee to invite other female school superintendents to speak to the group, which occurred as part of the opening meeting in 2003/04.

The decision to invite female superintendents to speak to the members of the Tidewater chapter of PDK brought a new perspective to the theme of superintendent speakers. Prior to 2003/04, this chapter of PDK had often kicked off the new school year by inviting school superintendents to speak. Nationally 86% of school superintendents are male, thus the speakers for the Tidewater PDK meetings were most often male. As informative speakers and well-respected members of the community, superintendents speak every year for the opening meeting. Due to busy schedules invitations were not always accepted or if accepted a replacement was sent to speak on behalf of the invited superintendent. This was considered problematic by the program committee and it was decided that a new approach was warranted, one that would possibly guarantee superintendent speakers. The committee decided to focus on women in leadership positions and invited female superintendents of school districts to be speakers for the 2003/04 year, and asked that they speak on their experiences as females in a male-dominated educational position. The approach to focus on women in the superintendency was consistent with current themes in the literature on the superintendency as reinforced by Cryss Brunner in her remarks from the AASA 2003 Women's Conference. Historically almost all books on the superintendency are about

white men, Brunner states. She also explained that the female superintendent information, as a smaller percentage of the entire superintendent population, often is lost when the aggregate data is published. As Brunner – we are interested in “...the remarkable nature of people who make it through these really tiny crevices to get into these impossible roles (Brunner, 2003).” The program committee also felt that, since Dr. DeMary had been an engaging speaker, other female superintendents would have unique professional experiences to share as well.

The opening meeting for 2003/04 featured Dr. Mary English from Northampton, Virginia, a first year superintendent offering a new superintendent's perspective. Kathleen Brown from Hampton, Virginia, who was serving as interim superintendent while the search for a new superintendent took place, offered the perspective of a current superintendent. The third speaker was Dr. Joyce Trump, a recently retired superintendent offering the perspective of the experienced superintendent. Each speaker was unique and engaging and shared very different personal and professional experiences. The members in attendance listened very attentively and commented on the positive impressions made by the speakers. We decided to learn more about the women in the role of school superintendent and to highlight their achievements as a way by which others could benefit.

Soon thereafter Drs. Cadieux and Jordan met to brainstorm to determine the type of research to conduct. A qualitative approach was decided upon that would include personal interviews with the female superintendents in the Commonwealth of Virginia. The research was to include an interview component as a supplement for the research. It was determined early on that the format for disseminating the research would be a book

As Brunner – we are interested in “...the remarkable nature of people who make it through these really tiny crevices to get into these impossible roles (Brunner, 2003).”
Hope Jordan

rather than a journal article in order to include the videotaped interviews and highlights as a way to make more of an impression for the reader. Elizabeth Hunter, a doctoral student with experience in video production, joined the team to facilitate the taping of the interviews and production of the video. Through brainstorming, we asked questions such as what was the percentage of women in the role of school superintendent, what were the leadership styles of female superintendents, and were there dominant character traits exhibited by superintendents? The work of others, namely Cryss Brunner, Margaret Grogan, and Jackie Blount, guided our work.

One key question guiding the analysis became: In a time when there is a character education emphasis in our nation's schools, do female superintendents exhibit certain character traits that influence how they view the superintendency and perform the duties of a superintendent?

Hope Jordan

Purpose and Methodology of the Study

Ladies Who Lead – Voices of Authentic Character is primarily a qualitative research project structured around interviews conducted between January and May 2004 with nine female superintendents in the Commonwealth of Virginia including the Superintendent of Public Instruction Dr. Jo Lynne DeMary. There is a small quantitative component as well. Female superintendents comprise only 14% of the superintendents in the nation (Knisely, 2003) and 22% in Virginia. Dr. DeMary is the first female Superintendent of Public Instruction in the history of Virginia.

We conducted these interviews in order to capture the voice of the female superintendents as a way to provide insight into the leadership styles of these women. However, much the same as Jim Collins found his research led to unexpected findings (Collins, 2001), we found that common leadership styles and character traits were seen by most of the participants. This was neither expected nor unexpected as there was no structured agenda guiding the research. We contemplated more specifically the leadership styles of women, to study the history of the superintendency as it related to character education, and to investigate the character traits of women in the superintendency. One key question guiding the analysis became: In a time when there is a character education emphasis in our nation's schools, do female superintendents exhibit certain character traits that influence how they view the superintendency and perform the duties of a superintendent? Several other questions became evident after the interviews were completed. With the emphasis given to the development of positive character traits in our students, what role does the personal character of these key leaders play in their leadership and as role models for students, faculty, and staff? Are there some common character traits that these women in leadership seem to share? This question led to the development of the Character Trait Assessment Inventory (CTAI), a tool used to gather information on personal character traits, currently in the pilot phase with superintendents in the

Commonwealth of Virginia.

Ladies Who Lead expands on the content of this presentation to include highlights from all nine women interviewed for this project. Though the women interviewed in this study were from districts of various sizes and represented many of Virginia's geographic areas, common leadership themes and character traits emerged. Data from the quantitative portion of the study will appear in the book available spring 2005.

Leadership Traits of Women

Literature reveals that much of the research on women in leadership has only taken place in the last 10 years. The following reveals a quick overview.

Several studies indicate that women tend to be more participative, relational, and democratic than men (Eagley & Johannesen-Schmidt, 2001; Erkut, 2002). Other researchers (Carless 1998, Maher 1997 & Oakley 2000) report that women have more transformational leadership styles, which include more participative and nurturing behaviors where men tended to be more controlling. Peters (2001) presents women's inherent strengths to be the ability to multi-task, collaborate, individualize, self-determine, and be intuitive while exhibiting tendencies toward being empowering and intrinsically motivating. Terms such as collegial, intense, nurturing and humble (Book, 2001) were also used to describe female leadership traits. Women exhibit caring in leadership through a focus on relationship building and emphasize the importance of communicating, and including (Helgesen, 1995, Wilson, 2004).

Collins (2001) in *Good to Great* addresses the traits of those leaders he identifies as Level 5 Leaders. Level 5 Leaders are more likely to move an organization from good to great. Collins found that Level 5 leaders possessed a mixture of humility and professional will. He noted that they were also passionate about what they were doing. These findings reinforce the continuing theme of the importance of humility, passion, and will prevalent in the literature on the leadership traits of women. Though Collin's (2001) research was not to specifically address gender, it is interesting to note that the traits found in leaders transforming organizations to greatness are also those found in much of the recent research on women in leadership.

Grogan (1996) introduces women aspiring to the superintendency as highly educated and talented administrators focused on children and instruction, reflective, and process oriented. The women with whom she worked emphasized the importance of balancing their personal and professional lives and acknowledged that male and female leaders use their distinct socialization experiences to make decisions.

Brunner (1999) presented case studies of women in the superintendency that were hard working, knowledgeable about curriculum and instruction, collaborative, intelligent, and thoughtful leaders. Brunner (2000) found that women in the superintendency used their interactive leadership style to encourage participation and sharing power. Her studies echoed others

in finding that women in leadership roles tend to be nurturing, supportive, caring, cooperative, attentive, relational, thoughtful, passionate, collaborative, dedicated, and serious while able to laugh at themselves. Using metaphor, Brunner portrays female superintendents as warriors with heart.

Dr. Cynthia Cadieux Superintending the Formation of Character: A Brief History of Women in Education and the Superintendency

There is a link between women in education and the formation of character in our nation's youth. The idea to include a look at this history came from a quote by Harriet Beecher Stowe early in the 19th century, "...if men have more knowledge they have less talent at communicating it, nor have they the patience, the long-suffering, and gentleness necessary to superintend the formation of character." *Ladies Who Lead* will present a blending of the history based on the work by McClellan (1999), *Moral Education in America: Schools and the Shaping of Character from Colonial Times to the Present*, and Blount (1998), *Destined to Rule the Schools: Women and the Superintendency, 1873-1995*.

No Child Left Behind

Goal three of the U.S. Department of Education's strategic plan for 2002-2007 is to develop safe schools and strong character. Objective 3.2 within the plan specifically supports the promotion of strong character and citizenship among our nation's youth. Many schools include as part of their mission statement a commitment to character education yet only 19 states, including Virginia, mandate character education through legislation. Integration of character education into all aspects of school life needs to occur. Good character practices should always be the foundation of interactions between adults and students. As leaders of our nation's schools, superintendents are the ultimate role model for character development in our youth. Each superintendent interviewed spends time daily or weekly in the schools getting to know students, teachers, administrators, and staff and views this as one of the most enjoyable aspects of the job. The superintendents interviewed stated that the job of the superintendent was all about the kids.

Not surprisingly, men and women both scored lowest on the trait of self-discipline as measured by the question, "Do you take care of your health?"

Cynthia Cadieux

Character Trait Assessment Inventory (CTAI)

The Character Trait Assessment Inventory (CTAI) (Cadieux & Jordan, 2004), a tool used to gather information on character traits exhibited in leaders, is being piloted with superintendents in the Commonwealth of Virginia. One is able to evaluate, or ask others to evaluate, oneself on thirty character traits scoring from 1: never exhibits the trait to 5: always exhibits the trait. Based on the idea by Kouzes and Posner, 2003, that "in the future, the most important knowledge will be self-knowledge," the CTAI is a self-reflection and personal growth tool. The CTAI specifically identifies the character traits important for leaders to possess in a manner consistent with the new concept of 360-degree assessment (Center for Creative Leadership, 2004), which determines how others perceive one. Analyses of the CTAIs returned to date show that in our pilot sample men scored higher (self-scoring) on endurance, forgiveness, loyalty, kindness, tenacity, justice, and integrity. Women scored higher (self-scoring) on gratitude, persistence, responsibility, courage, resiliency, respect, leadership, accountability, servanthood, generosity, diligence, purpose, hopeful, patient, communication, awareness, and honesty. Men and women scored equally on steadfastness. Not surprisingly, men and women both scored lowest on the trait of self-discipline as measured by the question, "Do you take care of your health?" Common traits uncovered in the interviews for *Ladies Who Lead* include competency, caring, commitment, consistency, purpose, passion, dedication, loyalty, faith, courage, and strength. Family also played a central role for most of the women interviewed.

Quotes from the Interviews (some original, some quoting others)

"Work with me, not for me." - stated by Kathleen Brown

"Titles don't make leaders, actions make leaders." - stated by Jo Lynne DeMary

"Good, better, best, never let it rest, until your good is your better and your better is your best." - stated by Deborah Jewell-Sherman

"You can change a life." - stated by Deborah Jewell-Sherman

"I like the faces of the kids." - stated by Mary English

"Go each day, stay positive, move things forward." - stated by Mary English

"Be available, be relational." - stated by Mary English

"Just get in there and do the work." - stated by Mary English

"Keep the kids on the forefront." - stated by Jean Murray

“Keep the main thing the main thing, and the main thing is the kid’s education.” - stated by Jean Murray

“Be yourself, understand the complexity of the job, and listen to your intuition.” - stated by Jean Murray

“Listen actively and have a passion for what you do.” - stated by Margaret Blackmon

“Recognition of a larger world – that’s what we’re preparing children for.” - stated by Margaret Blackmon

Dr. Hope Jordan Research Recommendations

Our research, as most of the current research on women in leadership, is in its infancy. We would like to see further research on women in leadership in general and women in the role of school superintendent in particular. There are mixed views on the status of the “glass ceiling” and we recommend a closer look at this issue. Our research on the character traits of women in the role of school superintendent needs further development. We recommend further research as a way to extend a hand to the women who desire to enter leadership roles in education.

A Special Thank You

In conclusion, we would like to thank the women that participated in this research and share a quote from Douglas McArthur that Dr. DeMary feels summarizes the essence of leadership. We feel blessed by what we have learned from each of them so far and know that we are continuing to grow as we complete this work. We also hope that we will be able to enhance the field by providing a broader look at women in the role of school superintendent and giving a voice through our video to those women who serve so well. A special thank you goes to the ladies who lead who participated in our study --

• Dr. Jo Lynne Demary, State Superintendent of Public Instruction

• Dr. Margaret VanDeman Blackmon, Superintendent - Prince Edward County Public Schools

• Kathleen Brown, Retired Interim Superintendent - Hampton City Public Schools

• Dr. Brenda Cowlbeck, Superintendent - King William Public County Schools

• Dr. Mary English, Superintendent - Northampton County Public Schools

• Dr. Deborah Jewell-Sherman, Superintendent - Richmond City Public Schools

• Dr. Rosalie M. Martin, Superintendent - Craig County Public Schools

• Dr. Jean Murray, Superintendent - Stafford County Public Schools

• And - the anonymous ladies who supported this work but choose to remain unnamed

As Dr. Demary shared with us through this McArthur quote:

“A true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others. He does not set out to be a leader, but becomes one by the quality of his actions and the integrity of his intent. In the end, leaders are much like eagles...they don’t flock, you find them one at a time.”

For information regarding the book, visit the In the Lead Consulting Web site at www.inthelead.biz.

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It's What's Inside That Counts

by Marcilene Dutton

One of the first contracts I analyzed taught me a valuable lesson: Superintendents are prone to practice law, and sometimes practice it badly.

The superintendent proudly asked for my review of his already signed retirement agreement that he had written himself. The superintendent took this exercise on as a way to update the contract for his successor. In the process, he changed the wording of the paragraph addressing vacation accumulation to provide in the “new” contract that vacation days were not cumulative even though they had been in the past.

Imagine the sinking feeling when I explained to him he had effectively changed the contract in such a manner as to waive his accumulated vacation pay – vacation pay to which he was legally entitled upon retirement. The bright side to the story is that the school board did compensate the superintendent for part of the previously earned vacation days upon his retirement.

Because school leaders, and superintendents in particular, are “take charge” kind of people they want to function as arm chair lawyers. In other words, they have just enough legal experience to be dangerous. My advice: If you don't have a law degree, don't practice law. Advice No. 2: In contract negotiations, be careful what you ask for, you just might get it.

Mutual Benefits

The well-worded employment contract will operate for the benefit of both the school district employer and the employee. In my ten years of advising superintendents, I've come up with a few helpful tenets:

• **Don't be afraid to talk about it.** If you have a specific need or if there is a clause in the proposed contract that makes you uneasy or seems unusual, ask why. Maybe the school board has a need or you have a need that can be addressed in a fair manner.

For example, if the board has a clause in the contract that requires the superintendent and the superintendent's family to live in the district on the effective date of the employment contract and you own a home in another district that might be hard to sell, it is best to discuss this with the board before you agree to

My advice: If you don't have a law degree, don't practice law. Advice No. 2: In contract negotiations, be careful what you ask for, you just might get it.

Marcilene Dutton

the contract terms as presented. I have never had a board refuse to allow a grace period once the prospective employee explains the depressed housing market, the family situation with a professional spouse who needs to find comparable employment, and who presents a plan as to how the family believes they can move to the new district within the first year of employment.

If the board isn't going to be reasonable, do you really want to work in that district in the first place? And, out of fairness, shouldn't you as their CEO be forward thinking enough to talk about issues that might embarrass them or make them look foolish in public? After all, that's a big part of your job – keeping board members informed so they don't look foolish or uninformed to their constituency.

• **Do your homework on the district.** If the school board has a history of churning superintendents, ask yourself if you really want to go there. Secondly, ask yourself if there is contract language you might need given the district's history. If the board terminated its last superintendent in mid-year, a contract clause that prohibits a mid-year termination unless the superintendent has committed illegal acts or acts for which their certificate may be revoked might be in order. What do you have to lose when you are going into that situation by addressing the board's prior bad behavior and your need for some protection? If the board doesn't want to talk about accommodating your legitimate concerns, do you really want to be there?

• **Remember that superintendencies aren't permanent.** My boss has a saying that when he was a superintendent he was always looking for the next job. He'd either be “looking” with a little “I” – asking what's out there, am I qualified, is it the next position on my career path or a new challenge? Or there is the “looking” with the big “L” – “I gotta get the “L” out of here!” To that end, my advice is to keep your credentials current and keep yourself open to new possibilities when they arise.

Given the current job market and dearth of quality school administrators, the jobs are going to find you before you find them. The “head hunters” recognized the shortages a long time ago – and they are becoming more aggressive with respect to finding the talented individuals out there and asking them to apply for available positions.

Likewise, I'm getting more reports of school board members becoming aggressive in soliciting candidates for superintendent openings. These boards are pursuing those in neighboring districts and sitting superintendents, now working elsewhere, who once worked for the hiring district. The point is this: the next job opportunity just might come knocking on your door without you ever leaving your office.

Termination Advice

This phenomenon called contract termination just doesn't happen all that often. Like a big high-rise fire, we hear about or

know about superintendent firings because they make the news or because such a situation hits close to home given your chosen field. Consider this, my observation is that out of approximately 900 superintendents in Illinois, I only know of about four or five situations a year that rise to the level of “this could really blow up and become ugly.” That’s less than one percent of the superintendents I deal with who wind up relocating involuntarily.

Admittedly, even in a state association that maintains close contact with its members, there are situations I don’t know about in which a superintendent has opted to move on to a new position or retire before the board could take public action to terminate the contract. The point still remains: the risk of termination for a superintendent is probably no greater than it is for an attorney – or anyone else in a highly skilled career path.

The well-worded and readable employment contract may not make you impervious to termination or protect you from a board that is hell bent to make your life miserable. But a poorly worded and confusing contract will definitely make the process much more painful. By way of illustration, I’d like to talk about some specific clauses that are sometimes unclear in superintendent contracts I’ve reviewed.

Termination or Discharge Clause: State law protections and tenure issues aside, does the “discharge for cause” clause provide that you could be discharged for “just or good cause” or does it provide a discharge for “actions that are detrimental to be in the best interests of the school district”? The second version is a vague standard. What constitutes the best interest of a school district?

Consider the case of the district that went from district provided student transportation to contract transportation. The public wasn’t very happy about the conversion and as fate would have it, in the first week of the new year, a young student fell asleep on the back of the bus and overstayed his scheduled ride by three hours. Once the newspaper coverage died down, the board considered terminating the superintendent because his action (recommending XYZ student transportation company) was an action that was detrimental to the best interests of the school district (negative newspaper coverage).

If for some reason the “good cause” for discharge standard is rejected, would a standard that provided for discharge for actions which are “seriously prejudicial to the school district” or “for acts or a failure to act on behalf the district which constitute a breach of the duties of the superintendent” be a better standard? Would you have more protection if the discharge clause provided that “the board will not arbitrarily or capriciously” call for discharge? Would you have more protection if the clause provided (in absence of state law providing) you with a pre-suspension or pre-termination hearing? Should that hearing be in front of the board or should that hearing be in front of a hearing officer selected by the two parties?

• **Termination for Irreconcilable Differences:** Termination for irreconcilable differences clauses read something like this: “In the event the Board determines to unilaterally discharge the Superintendent for irreconcilable differences, the Superintendent agrees to negotiate with the Board and settle any and all claims and demands which may arise from or be connected with such discharge. If no settlement can be mutually reached after a reasonable period of negotiations, the Superintendent hereby agrees to accept as liquidated damages a monetary amount not to exceed the compensation due and owing under the remaining term of the contract in full release of any and all claims, rights, causes of action, proceedings, or privileges he might have pursuant to the contract or pursuant to any federal or state constitutional, statutory, or administrative provision.”

I find this discharge standard particularly troublesome because of the arbitrary nature of it and because there are no particular qualifications of decency or objectivity that go along with the office of school board member. That prejudice aside, I do have empathy for the board that has suffered from a series of bad superintendent/board relationships (maybe as the result of a faulty search process?). However, you cannot be in the position where your superintendency is a day-to-day proposition.

Should you be presented with such a clause, you need to talk directly to the board about how offensive the clause is (“I have less job protection than the janitor around here”) and how having a day-to-day contract is not in anyone’s best interest. You need to either refuse to work under such conditions or modify the clause to be less offensive.

If the school board wishes to retain the clause, would they consider providing 180 days’ notice before the effective date of such termination (remember, this is not a termination because you have done something wrong – this is a simple “we don’t love you anymore” situation for them but it’s your income for you!). Should there be a provision that the parties will agree to a joint press release concerning any such situation? Will the board agree that in the event of a termination for irreconcilable differences you will get a favorable letter of recommendation? Will the board agree to more favorable buy out terms, including the cash value of fringe benefits, for example? Or should there be punitive damages so the clause is not so quickly triggered?

Again, I empathize with a board that has been burned in the past – but they haven’t had you as their superintendent yet. Accordingly, if you are stuck with such a clause, maybe the best bet is to propose that the clause automatically sunset at some point – perhaps two or three years down the road.

• **Liquidated Damages:** While I personally do not favor a clause that allows a superintendent to buy their way out of the contract, I have clients who prefer to know that if they don’t fulfill the contract term, it will only cost them a defined number of dollars to move on their merry way (and if the new employer wants you badly enough, maybe they will pay the fee). Likewise, I can understand the position of the board that goes through the

The bottom line in all this discussion about specific clauses and contract language: Read the contract closely. The language should be in plain English and understandable. The language can be made less onerous with a little rewrite on the board's part – sometimes forced by downright stubbornness on your part!

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expense and hassle of a superintendent search, only to be used as a stepping stone and have superintendent after superintendent move on for greener pastures.

Those thoughts aside, my suggestion is that the liquidated damages clause be reasonably related to the cost of a new search (why agree to a percentage of your salary when a search to replace you is less?). Should the clause be limited to your terminating the contract during its term to take a new position versus you paying if you resign for health reasons?

Would the board consider having the clause sunset after you fulfill the initial term of your agreement? I liken your position as superintendent to an apartment lease: there are certain costs associated with renting an apartment including advertising, painting, and cleaning when the old tenant moves out. If you move out before the lease is up then it is only fair to pay some of those costs. But you are only renting the apartment, not buying it, so why agree to pay to replace yourself ad infinitum?

• **The buy out:** My job is to give legal advice – not to tell my clients whether or not they should go to work for a given district. Personally, I feel that a contractual buy out which is contained in the initial contract suggests to the board that the agreement is terminable for no cause at all before the end of the contract term. Who wants to suggest that? Also, it has been my experience that one has greater leverage when the buy out is eminent because, if they want you gone badly enough, they will pay for it. Many of the contract buy outs I've handled have been for reasons of "falling out of love" versus actual cause.

My personal feelings aside, I do respect a client who establishes up front that they don't want a big fight on their hands if the unlikely happens. Many clients who have buy out clauses in their contracts confide they would rather know exactly what the settlement to terminate the contract will be up front rather than endure sometimes protracted negotiations if a board determines

it doesn't wish to honor the contract to its end.

The issues you should consider when thinking about a buy out clause or a "contract buy out" include these: What impact does a buy out have on your status in your state retirement system? Will the buy out amount be subject to state retirement system contribution? If I'm on leave or buy out status, will that time count toward my retirement or am I losing that time? What are the tax ramifications of the buy out? If something happens to me when I'm not an active superintendent (death or disability), what impact will that have on any benefits I could draw from the retirement system or my own disability insurance? Another concern with the buy out clause: Will the school board honor it? I recently dealt with a client who had a very clear buy out clause in the employment contract. However, when the board decided they wanted him gone before the end of the contract term, they refused to honor the buy out clause. The board attorney stated very clearly: We want him gone, we're not buying him out, and if you want to enforce that clause, you are going to have to sue. Guess what? The successor superintendent's contract does have the buy out clause and a provision that says should the board fail to honor the clause the board must pay the superintendent's attorney's fees to enforce the agreement.

Be Prepared

The bottom line in all this discussion about specific clauses and contract language: Read the contract closely. The language should be in plain English and understandable. The language can be made less onerous with a little rewrite on the board's part – sometimes forced by downright stubbornness on your part!

My final piece of advice: Save a little money for a rainy day. The superintendency is a tough but important job with many wonderful people in it. Like all top-level jobs in the public or private sectors, stress and uncertainty abound. Go forth, do great things, and remember this is the toughest job you'll ever love.

Points to Ponder

When you are involved in contract negotiations for the superintendency, you need to ponder the following:

-Contracts can be written in English and be legal.

-Vague promises do not constitute a contract; a handshake is not a legally binding agreement.

-The board you work for now may not be the board that questions your contract.

-Don't lament the road not taken.

-Just because the board says "no" to a request once doesn't mean it is "no" forever.

-Don't resign from your current job until the contract for the new job is final!

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The Administrator's Survival Kit: Look before You Leap into the Next Leadership Position

By Sandra Watkins & Frances Karanovich

Educational administrators with high emotional intelligence have a hidden advantage that propels school districts to exemplary status. However, even a superintendent with a high emotional quotient can and will fail in a school district that has a history of a toxic culture.

The eight session outcomes are to be able to:

- Cite the research and practical application of the relationship between emotional intelligence and exemplary leadership.
- Cite four areas of emotional intelligence and the hallmarks associated with each area.
- Understand the relationship between emotional intelligence and organizational culture.
- Identify assessment instruments to diagnose organizational culture and emotional intelligence.
- Assess the hallmarks of your own emotional intelligence.
- Possess the knowledge and skills to adequately diagnose the organizational culture in a school district.
- Identify the characteristics of a positive, healthy, and respectful school organization.
- Identify the "Red Flags" associated with a "toxic organizational culture."

Here is a scenario:

You are honored to be a finalist for the superintendentcy in a school district that appears to need your expertise and leadership style. You have done some homework on the school district and something is not quite right. Even though the salary and benefits are terrific, your "gut" feeling is telling you to do more research.

What is your next step?

Think about this as you consider the following information, or even discuss it if a friend is nearby.

According to Hunter & Hunter (1984), it is estimated that at best, IQ accounts for 25% of job performance. Sternberg (1996) pointed out that 10% may be a more realistic estimate. Bachman (1988) found that the most effective leaders in the US Navy were warmer, more outgoing, emotionally expressive, dramatic, and social. In 1999 Goleman gathered data from 200 large companies and found that intellect was a driver of outstanding performance. Cognitive skills such as big-picture thinking and long-term vision were important, but when calculating the ratio of technical skills, IQ and emotional intelligence were the ingredients of excellent performance. Emotional intelligence proved to be twice as important. McClelland (1996) found that leaders with strengths in a critical mass of six or more emotional intelligence competencies were far more effective than peers who lacked these strengths. Seligman (1995) tested 500 students at the University of Pennsylvania for optimism and found that

optimism is a factor of Emotional Intelligence.

Emotional Intelligence is how leaders handle themselves and their relationships. It is being intelligent about their emotions. The primal job of leadership is EMOTIONAL. There are four domains and nineteen competencies of Emotional Intelligence at work. The domains of Personal competency (managing self) and Social competency (managing relationships) can be developed using self-reflection, and by then creating an action plan for one's future as an educational leader.

- First, create a personal/professional vision and conduct a powerful self-reflection. "What is your real self and what will it take on your journey to achieve your ideal self?" This requires self-reflection and honest assessment.
- Second, look in the mirror and ask: "What are your strengths? Who are you? How do you act? How do others see you? Where are the gaps? What is your style?"
- Third, establish a "sense of urgency" for you to change.
- Fourth, create a vision of your future, actually see yourself in the future: "What will you look and act like? How will you be different?"
- Fifth, develop an EI Makeover Action Plan: Create an agenda for your future; establish priorities; focus on priorities.
- Sixth, stick to your action plan - don't get beached or side-tracked.
- Seventh, practice self-renewal and sharpen your own saw: Attend leadership development seminars; read self-help books; keep a journal; ask close friends/associates for feedback.

Patrice J. Adesso once said, "As organizations have shifted to a more team-based workplace, you're asking employees for commitment and passion – to bring both their brains and hearts to the job." There are several instruments that provide resources for assessing and mapping emotional intelligences for the workplace. Some of these include:

Mayer-Salovey-Caruso Emotional Intelligence Test (MS-

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CEIT) - designed to measure the four branches of emotional intelligence; the Work Profile Questionnaire - E! Version - designed to measure personal qualities and competencies employees need to develop to manage emotions at work; the Baron Emotional Quotient Inventory (EQI) - designed to measure interpersonal scales, intrapersonal scales, stress management scales, and general mood scales; the Emotional Competence Inventory 360, which assesses the strengths and limits of individuals and provides information on how to improve weaknesses; and, the EQ Map Questionnaire, which maps 21 factors of emotional intelligence.

The success of any leader is first knowing her own EI and then being able to assess the EI of those working with the leader. There are strategies to identify individuals who are crucial to one's success in the superintendency and resources to assess the EI of those who will play a crucial role in helping to determine the success of the school district leader. As a superintendent candidate, you need to do the following:

- Identify 3 or 4 people in the central office you will be working with the most and who are vital to your success; identify the Chair, Vice Chair, and a third member of the school board who are also vital to your success; identify 2 or 3 "lead" principals that are "power brokers" in the district; obtain through observations, hallmarks of the emotional intelligence of all of the identified individuals.

Here are some ways to collect that data: Board videos; newspaper articles; board meeting minutes; research on Board members; quotes from Board members on salient topics; union publications; district and/or school climate inventories; achievement data (NRTs, CRTs); trend data; phone calls to networks/organizations like AASA; web searches; education leadership professors; and interview key leaders (formal and informal) in the district and community.

The leader sets the emotional standard for the school district. The emotional standard is imparted by the district's culture, whether positive or toxic. In order to be successful, the superintendent must be cognizant of the organizational culture she is about to enter. In a positive organizational culture, you will hear people talking about learning, teaching, district vision, commitment, and the mission of the organization. You will see collaboration, collegial relationships, and a real sense of purpose demonstrated by all employees. Trust and loyalty are evident. Innovation is encouraged and energy and vitality are the order of the day. "The right people are on the bus and in the right seats/jobs" and they share positive stories and artifacts. Personnel do whatever it takes to do an exemplary job. They are recognized and rewarded and so is the organization! In a toxic school district, there is a lack of vision, mission, and a sense of purpose. The status quo prevails. You see a lack of trust, lack of energy, lack of enthusiasm, and little or no collaboration.

Culture matters! The following quote, from *Leadership on the Line* (Heifetz 2002) underscores this:

In a positive organizational culture, you will hear people talking about learning, teaching, district vision, commitment, and the mission of the organization. You will see collaboration, collegial relationships, and a real sense of purpose demonstrated by all employees. Trust and loyalty are evident. Innovation is encouraged and energy and vitality are the order of the day.

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Leadership addresses emotional as well as conceptual work. When you lead people through difficult change, you take them on an emotional roller coaster because you are asking them to relinquish something - a belief, a value, a behavior - that they hold dear. People can stand only so much change at any one time. You risk revolt, and your own survival by trying to do too much, too soon.

Warning: Look before you leap into the next leadership position. Know yourself, the colleagues with whom you will work, and the culture of the district you may lead!

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Smart Women Finish Rich®

By Lisa Kueng

(Based on the best selling book by David Bach, Broadway Books, 2002.) *Excerpt of the public seminar, presented by Lisa Kueng, Vice President, Van Kampen Investments.*

Please consider the investment objectives, risks, charges and expenses of the fund carefully before investing. The prospectus contains this and other information about the fund. To obtain a prospectus, contact your financial advisor or download one at vankampen.com. Please read the prospectus carefully before investing.

Please keep in mind that this program is intended to be used as a guide and is no guarantee of individual results. Please consult your financial advisor to discuss your particular situation as Van Kampen does not offer tax or investment advice. Returns on all investment products will fluctuate. Investment return and principal value will fluctuate and your investment value may be more or less than the original invested amount.

My mom taught third grade for thirty-five years so I have a special place in my heart for teachers. Another reason I am happy to cover this topic has to do with my grandmother. My grandmother was born in Italy, brought here when she was about four years old. She grew up just outside of Chicago in a very traditional Italian home.

Conjure up in your mind a traditional Italian home. Every stereotype you are thinking of is exactly the way the household was. Men are the heads of the households and very macho. They go out and earn the money and the women stay home and take care of the family and the home. So my grandmother grew up with a very traditional set of gender values and to this day she still has them.

The holidays are the time of year that we see these gender roles very clearly. She will spend a great deal of time and energy preparing a lot of different Italian foods for Thanksgiving and Christmas. She will prepare homemade pasta, cookies and sauces and all these other wonderful foods. My extended family will indulge and when the last person is done eating, who is the first person to start clearing the table and cleaning up? My eighty-eight-year-old grandmother! The men are never allowed in the kitchen. I think they lounge around and watch football. I am not sure because I am always in the kitchen! It is very gender specific.

My grandmother was able to break out from that kind of traditional thinking in one area -- money. To this day I don't know how she did it. She got married in the mid-thirties at a time when women in general did not get involved in such things, particularly such traditional, conservative women as my grandmother. Yet this is an exact quote from her, "If it weren't for me, the money would come in the front door and go out the back door. We would not have two nickels to rub together if I let your grandfather handle the money."

She managed the money as a young woman. As I travel around and talk to groups of women, I have realized what a gift she really gave me because she was such a strong role model, such a mentor to me when it came to the way she handled the money. When I think about it, what she really was doing was living and finishing rich. She knew how to do that intuitively.

Women investors have outperformed male investors by an average of 5% in nine out of a 12-year period according to the National Association of Investors 1998, which is the group that tracks all investment clubs.

Lisa Kueng

That is my topic: How to live rich and how to finish rich. This whole topic is based on the book *Smart Women Finish Rich®* written by David Bach. My company is Van Kampen Investments and we license the rights to use "Smart Women Finish Rich®" as an educational program and benefit for our clients. Literally, at this point, millions of women across the country have either been to a seminar or they've read the book and the number one comment we hear is that what they learned has helped change their financial lives.

When I say "live rich" I do not mean crass materialism. I do not mean having a lovely expensive car or a designer suit or spending a lot of money in the mall. Although those are all great things, we know that there's something deeper. We're going to address what really is important in your life and if your money is helping you gain that. Then we'll learn how you may be able to "finish rich." You might have heard the expression "In order to have the golden years, you first need to have the gold." So we're going to explore how you may be able to get the gold, how to have the money set aside so that when you're in your retirement years, you're enjoying the kind of retirement lifestyle that you'd like to enjoy.

To get there, we'll talk about the good news -- for women investors, it's my favorite part. Then there's the not-so-good news for women investors, my least favorite part. And finally we'll examine The Seven Steps to Living and Finishing Rich™. (The Seven Steps to Living and Finishing Rich™ are based on the best selling book by David Bach, Broadway Books, 2002.)

Think back with me to the mid-seventies. If you weren't alive then, you've read books and you know what was going on in the mid-seventies with women. It was a time of an "emancipation" of women like we had never seen before in the history of the country, and women were leaving the home and going out into the work place in larger numbers than ever before. Along with that we had women starting their own businesses at a greater rate than ever before. This was the age of women and guess how many women owned their own businesses in 1975? There were 400,000. Now, here we are 30 years later with a much different number. It is now a seven-figure number -- 6.2 million. That's a 15-fold growth rate in less than thirty years. (Source: National Foundation of Women Business Owners, 2002).

Twenty-five percent of women will go through their husband's death benefit in less than two months (Source: Shelby White). The reason that happens is because usually the couple has depleted their savings due to medical expenses incurred by the husband during his illness that were not covered by insurance.

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That one number tells a big story in a lot of different ways. It's an amazing growth rate. With so many women running these businesses, we see women in a much different way than before. They are obviously earning more money. They have more investment potential than they did just a relatively short time ago. They are controlling other peoples' financial futures. They offer 401(k) plans and pension plans to their employees. They are literally impacting business in a much bigger way than they were just a short time ago and that is something to get excited about.

There are some other really wonderful facts. According to the Commonwealth Business Review, March 1999, 42% of households with assets greater than \$600,000 are headed by women. Women in the aggregate earn one trillion dollars a year, which is more than some entire countries. Although I like all of those facts, the last one is my absolute favorite. (Source: Bureau of Labor Statistics, 1995).

Women investors have outperformed male investors by an average of 5% in nine out of a 12-year period according to the National Association of Investors 1998, which is the group that tracks all investment clubs. Investment clubs are groups of people who get together on a monthly basis, pool their money and make collective investments. They have to report their results to the governing board for legal purposes, which is how the national board found that the women-only clubs outperformed the men-only clubs by an average of 5%.

When they released the information, a separate team of researchers from the University of California were so fascinated that they wanted to find out why the two groups differed so widely. So they did more research. They looked at 30,000 individual portfolios of men and women looking for something that would explain the difference. They found the answer. Interestingly it is something that men in our society are notoriously bad at, at least stereotypically. They summed it up in one word: commitment!

The researchers found that women were committed to the financial decisions they made. They were much more likely to make an investment and ride it out over time. For those of you who are already investing you know that this is historically a much better strategy -- ride out market changes and volatility and ultimately your portfolio may potentially perform better. Women do this more instinctively than men. Men are much more likely to sell sooner. Some men are always looking for the next hot investment opportunity rather than buying and holding what they have. Therein lies the lesson for us all.

Here's another interesting statistic. We found that men trade within their portfolio -- changing things all the time -- 45% more frequently than women do. So that is why women have historically done better according to researchers. (Source: National Association of Investors, 1998).

With that I will turn to my least favorite part -- the not-so-good news for women. These are the economic realities that distinguish us from men. It is somewhat controversial that we even have books written on financial planning just for women, but there really are these differences to be aware of.

The first factor is longevity: women live seven years longer than men. (Source: Business Week, 01/00). Every January my grandmother travels from Chicago to Florida to enjoy the weather for a month. She gets on the bus with her senior citizen friends, her suitcase in one hand and her big pot in the other because she is going to cook at the condo. I am not kidding. She gets on with that pot and off they go to Florida -- 65 people -- 62 women and three very popular men.

An image of large groups of older women traveling around together is not an unusual image because we live seven years longer. This next fact is very tough: the average age of widowhood is just 56 years old. When you think about the fact that women tend to marry men who are about six to seven years older and they live approximately seven years longer that number starts to make sense. That is a hard number (Source: *What Every Women Should Know About Her Husband's Money* by Shelby White). And it gets harder: Twenty-five percent of women will go through their husband's death benefit in less than two months (Source: Shelby White). The reason that happens is because usually the couple has depleted their savings due to medical expenses incurred by the husband during his illness that were not covered by insurance.

This next statistic is probably not going to be a surprise. One in two marriages in our country ends in divorce (Source: *What Every Women Should Know About Her Husband's Money* by Shelby White). And what about the standard of living after a divorce? Whose improves? Usually the man's. Why? Because women earn 80 cents for every dollar compared to men (Source: *What Every Women Should Know About Her Husband's Money* by Shelby White). When there is a divorce, the woman is now the head of the household and she doesn't earn as much. If there are children involved it is usually the woman who has custody. And there are usually child support arrangements in place but they are not always adequate and they're not always fulfilled.

The next fact is that women are the ones who leave the labor force for childcare or elder care. The average length of time is about 11 and a half years (Source: Investment Company Institute). This means that at the end of a woman's earning years she now has 11 and a half fewer years of pension benefits, Social Security, 401K, and all of those things that would help her during her retirement years.

That's the "not-so-good news." But instead of dwelling on that, let's talk about the first two steps to avoid one of those difficult situations.

Step One is called Learn to Earn. This is simply about education - something that is very familiar to all of you. And Step Two is Put Your Money Where Your Values Are. Let's take a look at Step One.

I always ask this question, but I already know that answer. How many people have been to high school? OK, you've been to high school. Did any of you have a class in personal financial planning? Anybody? Sometimes I will have a couple of people who have. Or I will have a few say, "Well, my daughter is in high school right now and she has a financial planning class."

I think it might be starting to change, but I challenge all of you to have some discussions about financial planning because this is not a subject about which, as a country, we educate our children. The fact of the matter is that the vast majority of adults today went to high school and they never got any help on personal financial planning. Many of them went to college and they never got that type of training.

Let me tell you a true story to illustrate. I have a friend who is brilliant, an international tax attorney. What she does on an average day boggles my mind, but she doesn't invest in the 401(k) plans available to her because she doesn't understand them. So here we are, people who have gone through all of

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this schooling, not really getting any formal financial planning help, probably not getting help at home. Then as adults, we are expected to know all about it.

I encourage you first of all, if you haven't already, to take a class. Think of it as adult education or continuing education. Usually the courses are three- to six-weeks. It is worth the investment in yourself. In our information age it is easy to get on the Internet or turn on financial television. I'd also like to recommend that you get yourself a three-month subscription to a financial publication, such as The Wall Street Journal. There is a front-page column on business and money. If you read those little paragraphs every day for three months (it takes five minutes a day) you will literally know more about what is going on with money in this country than 90 percent of the people walking around. As a side benefit, if you take the newspaper and you fold it in half, put it under your arm with the masthead sticking out and walk very fast, people will think you are a high-powered executive.

Next, read two financial planning books this year. This is a great easy read, kind of a new genre of literature. It is not like reading a textbook. It is pretty easy to get through them and there are a lot of them available at your local bookstore or library.

Finally, if you are a Web surfer, the finishrich.com Web site run by David Bach is a gateway to many other financial sites that he monitors on a regular basis. He also has a monthly newsletter that talks about the key issues of which you should be aware. Again, a very easy read, a quick way to keep connected. So there are easy things to establish an educational basis if you feel like you need a little help with financial planning. (Van Kampen Investments has not reviewed any of the content supplied and does not guarantee any claims or assume any responsibility for the content provided by the site.)

That sets us up for Step Two: Put Your Money Where Your Values Are. This reflects the "living rich" concept. When you think about it, money is not an end in itself. It is a means to an end. That end is different for each of us. What's important about money to you? What comes to mind? A wonderful home on the wharf...I think that's lovely. Being able to give to a really positive cause. Choices. Freedom. Travel. Not having to worry about money, security. These are all wonderful.

Observe that your answers are falling into certain categories. Goals and possessions: those things having a price tag. You can put a price tag on a house on the water. We know how much that's going to cost. Values are another category - things like freedom or making a difference, being able to give back to the world, security. Think about this some more. And remember, the only important answer to these questions is your answer.

As you do this, my guess is you're going to have answers that fall into both the goals and values categories. That's fabulous. But I am going to encourage you to direct your thinking a little bit more toward the "values" side. Why? Because those values are going to stay with you for most of your life. Think about the house as an example. Houses will probably come and go, change.

I'd also like to recommend that you get yourself a three-month subscription to a financial publication, such as The Wall Street Journal. There is a front-page column on business and money. If you read those little paragraphs every day for three months (it takes five minutes a day) you will literally know more about what is going on with money in this country than 90 percent of the people walking around.

Lisa Kueng

Regarding values, if you realize that freedom is important to you or that being able to give back to worthy causes is important to you then you're probably already getting useful feedback.

The next step is to consider what I call "The Values Ladder™." I think the best way to do this is to give you an example of a real person. She lives in the Bay area of California, married with a three-year-old son. She is a computer salesperson. She feels like she's earning a pretty good living, but is frustrated because she's constantly working and not really getting ahead financially. So she went to see her financial advisor and he asked her the same question that we just asked ourselves: "What's important about money to you, Jessica?" And her answer, a very typical answer, a great answer, was security. He said, "Well that's great. What does that really mean? Because security means different things to different people." She answered, "Well, if I had more financial security, if I felt more comfortable, I probably would feel like I had more of a sense of freedom. As it is I feel like I've got to go to work, even on Saturdays. I've got to work late. I have this need to earn more money all the time because I feel like I'm struggling. If I had financial security, I'd feel freedom from that." And he responded, "OK. But what's important about that?" So basically what we're doing is asking the same question over and over again. Developing the values ladder.

Jessica's financial planner probed deeper, "What's important about freedom to you? Why do you want that?" She responded, "Well if I had more freedom, I'd be able to spend more time with my son and my husband. I feel like my little boy's growing up before my eyes and I hardly ever get a chance to even see him." He said, "OK, that's good. This may sound like a silly question, but why do you want to do that? What's important

about your time with your son and husband?" She said, "Well, I just feel good then. That's when I feel calm and happy. That's what I enjoy doing." His next question, "Well, what's important about that? Why do you want to feel that way?" She said, "Well, come on, it means that I'm not rushing around from place to place, I 'have a life.'"

How many times have we said those words - I wish I had a life? He asked, "Why do you want to do that? What's important about having a life?" She replied, "Well, because I probably would do more of those things we always say we should do more of, like exercise more and eat better and be a better example to my son." The financial planner, "And how can you be a better example? What does that mean? What's important about living longer and being a better example to your son?" Jessica, "Well, really and truly, if I could be the best example possible to my son, I would want him to see me giving back to our society. I would want him to see me making a difference in this world, helping other people. As it stands right now, I don't have a chance of that. I can barely get home from the office and get dinner on the table. But if I had the opportunity, that's what I'd really like for him to see."

Now this was no revelation for Jessica; she knew this about herself. But interestingly she had never thought about it in relation to her money. And you might very well be thinking the same thing right now, "This is interesting but what the heck does it have to do with money?"

Let's take a look. If we review Jessica's checkbook to see how she's spending her money on a monthly basis versus what she has articulated her values around money are, do we see a connection? We really don't, do we?

The conversation with the financial planner resumes. "Jessica, you're spending \$525 a month on a very nice used car. Is that helping you make a difference in the world?" She said no. "You're spending \$300 a month on new clothes. Is that helping you be a better example to your son?" She said no again. He said, "You're spending \$350 a month eating out at restaurants. Is that making you happy?" She said "Yes, as a matter of fact, it is." I can relate to that because I eat out way too much for my own good. That also represents her natural, human reaction to all of this.

It's easy to sit back in "ivory tower" detachment and see that the woman in this example wasn't spending her money in accordance with her values. But in the real situation she said, "Look, I am a salesperson. I have to look nice. I have to drive a nice car. I don't have time to cook." What's more, she's spending \$150 a month on laundry, so she doesn't even have time to do her laundry. She laments, "I don't have time to cook. I don't have time to do laundry. If I gave up my cell phone I wouldn't be able to talk to anyone ever. So thank you very much. I'll take this under advisement." That's really what she said. Frankly, that's what I would have said.

But her financial advisor challenged her to just think about all this for a few weeks. He said he would call in two weeks to see if she had any new thoughts or change of heart. So two

If you're like 95-98 percent of us, there's probably something that's different about what your values around money are and where you're spending your money. Our society breeds this kind of disharmony. But Jessica has proven that we can fight back and have success.

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weeks later, he calls and she rather grudgingly admits, "OK. I get it. I've thought about this hard. I don't know if it's going to work, but I'm willing to try this for a little while. And I've set some goals for myself that are actually very aggressive." She said her car lease was coming up in 90 days and she was going to try to get a decent car but not as nice as her previous one to save a couple hundred dollars a month on her car payment. She was going to make a drastic lifestyle change, working with her family to make this happen. Instead of eating out as a norm, that was going to be reserved for the special occasion. She was looking to cut that expenditure by 70 percent. Very aggressive. And she was going to cut her clothing budget in half.

Jessica set very aggressive goals right away. Was she able to achieve them right away? No. But she got started. And as soon as she started trying, especially with that car savings piece, she was able to take that money, put it into an account, and see, for the first time in her life, something growing. As soon as she felt that, she immediately felt closer to those lower rungs on her values ladder - spending more time with her family, not feeling that incredible pressure of having to earn more money all the time. She was able to get closer to those lower levels on her values ladder almost immediately.

Now remember, this is a true story but it's just an example. The only thing that's important is what this means for you. And if you're like 95-98 percent of us, there's probably something that's different about what your values around money are and where you're spending your money. Our society breeds this kind of disharmony. But Jessica has proven that we can fight back and have success . . .with the first two steps of living rich and finishing rich.

Legal Issues of Superintendent Employment: Application, Interview and Contracts

By Margaret A. Noe & Brad Colwell

Introduction

American schools face many challenges today: accountability, standards, social challenges, changing demographics and diversity of the American population, and lack of resources. Courageous leadership is required to respond to these needs. Women administrators are especially well-suited to meet these demands by providing new leadership through collaboration, communication, consensus, community support, advocating for children and creating educational opportunities for all learners. AASA recognizes the urgency to assist women educational leaders to acquire and succeed as superintendents.

Women administrators should seize opportunities like those provided by AASA and the state affiliates to participate in professional development seminars like the fall Women Administrators Conference. Participants have the opportunity to update their knowledge, skills, and ideas about the superintendency; to acquire new ideas, information and strategies for leadership and professional development; to participate in motivational and inspirational presentations, which enable leaders to reflect upon their mission, purpose and value of their work; and to network with successful women and minority educational leaders throughout the country. Not only are women well-served through attendance at these conferences, but also, the profession is empowered by their participation in the process and their contribution to improvement of education for America's schools and communities.

While seventy percent of teachers in the United States are women, only thirteen percent of the nation's superintendents are women. Women traditionally follow the same career ladders as men, however, the spaces between the rungs on the career ladder are greater for women. Nonetheless, women have made gains in educational administration. Currently, two-fifths of administrative positions are filled by women, with the largest group of women administrators being in the principalship. The majority of female superintendents were named to their first superintendency from outside the district and serve in small-to-medium school districts (300- 3000 students). Many have earned doctoral degrees, and over two-thirds report having two or more female board members on their boards of education. Most female superintendents reported having benefited from positive relations with mentors and role models, and came from families in which education was a high priority. Successful women superintendents entered the position not because it was necessarily a life-long goal, but rather from a desire to help children. Further, they are regarded as being sensitive, visionary, visible, hard working, and honest. They are adept at problem solving, curriculum, effective teaching, collaboration, and communication.

Our profession needs the leadership of talented administrators and, therefore, it is critical that women are prepared to navigate the unstable waters of the job search and contract negotiations. Mastery of the topics of this presentation will enable qualified and capable women administrators to compete and succeed in the job application, interview and contract formation stages of employment. Women administrators would be well advised to follow these employment tips and suggestions to achieve their career goals!

Career Planning for the Superintendency

In order to achieve career goals, aspiring superintendents need to make positive, sustained changes in their career and job searches. Too often leaders are so involved with carrying out the daily components of their work that they neglect applying these effective leadership strategies to their own career development. Women administrators would be well served to treat their career like a work project. They need to think, plan and act strategically.

A first step in the career development process would be to identify the values that guide the career choices and goals. Leaders should conduct their own self-assessments by objectively evaluating their knowledge, skills, dispositions, and expertise. Candidates should consider completing a SWOT Analysis: analyzing one's Strengths, Weaknesses, Opportunities and Threats. Oftentimes candidates can more accurately assess these factors with the objective review of someone who has the opportunity to evaluate them in the workplace. The involvement and participation of a significant other or critical friend can also be very helpful.

Planning for a career in the superintendency should include preparation of a strategic plan. Successful administrators "plan their work and work their plan." Candidates should be goal-oriented, yet flexible, and carefully consider all factors of personal,

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family, and work demands and expectations. Most importantly, successful superintendents don't apply for every job and don't try to live someone else's life. Further, they know that in order to be successful in the search process, they need to know the steps, cultivate resources, and be open to new ideas and possibilities. Specifically, preparation for the superintendency should include making connections between education and experience, establishing a career reputation for authenticity, exhibiting qualities of leadership, demonstrating energy, speaking effectively, and maintaining a sense of humor in difficult times.

The Job Search is a Trip – Plan for and Enjoy the Journey!

The job search is a process. Successful candidates are those who know their destination, pack their bags, map their course, hit the road and reach their destination of acquiring that highly-desired job. In order to prepare for a successful job search, candidates must take control of the situation and prepare a strategic communication plan. The plan should include development of a professional resume, career portfolio, collection of professional and personal references, and strategies for effective interviews. The search plan is a fluid, continuous process and it takes hard work.

Key Elements for the Job Search – Resume, Communications and Portfolios

In order to prepare for the search process, applicants need to collect and prepare quality documents such as the resume, application letters, reference letters and portfolios. The resume is the most important document. The resume should be tailored for the position. Applicants should check the position description and match their respective career achievements, certifications, academic preparation, skills and responsibilities to the job description. Candidates need to document their accomplishments using current vocabulary and clarify the long term impact of the contribution. The candidates must remember that the resume communicates a summary of “you”- your attributes, skills and talents.

Application letters should be the bridge between the job advertisement and the resume. The letter draws the reader's attention to the most important qualifications. The key components of the application letter should include the introduction (why you are applying for the job); body (selling your qualifications and matching your skills and talents for the job and why you are the best candidate); and closing (wrap up your interest and your availability for interview). Candidates should consult with a critical friend to critique the documents.

Reference letters should be provided by persons who are knowledgeable about the applicant's professional accomplishments and personal character. Begin early to cultivate reference letters and consider using letters from board members, a superintendent, and other administrators and community leaders.

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Be sure to give the reference timely notice to meet deadlines and assist them to communicate your accomplishments by providing them with guidance about how they can attest to your attributes. Be sure to write thank you notes for their assistance.

Lastly, candidates should develop a professional portfolio. The portfolio should contain a purposeful collection of evidence to document one's experiences, training, preparations, skills and accomplishments. Candidates should compile a dossier of their best work in a working “folio” and be sure to consider the “value-added” concept and include only documents that portray their career effectiveness and potential. This process allows candidates to pare down the portfolio to reflect the specific skills identified in the job posting. The exhibits should include testimonials, examples, newspaper articles, and communications. Some exhibits may be self-explanatory while others may need descriptors or a narrative. Arrange the portfolio by themes, such as management, leadership, communication, collaboration, and planning, and be prepared to present it in a traditional or electronic format.

Working With Consultants

Most school districts work with search firms to fill their superintendent vacancies. The search consultants are sometimes associated with the state-affiliated school boards associations, search firms, or private consultants. Some boards conduct their own searches, if there is expertise on the board in personnel or higher education. It is important for aspiring superintendents to understand the role of the consultant in the search process. The consultants work for the school boards. It is their responsibility to recruit and review applicants (including thoroughly checking references) and select the top candidates for the board to consider. Consultants are considered by many to be “gate keepers.” For this reason it is important that superintendent candidates respect the consultant's time, treat the consultants with honesty and respect, be reachable (by telephone or email), respond promptly, and be clear and candid with the consultant. Lastly, get to know the consultants. Participate in seminars sponsored by AASA and its state affiliates. In many states the superintendents' and boards' associations collaborate and co-sponsor interviewing and employment seminars. Take advantage of these opportunities for networking.

Prepare for and Execute Effective Interviews

If the applicant's documents and networking have been effective, then they will be contacted for an interview. Many consultants are using telephone or asynchronous computerized means to narrow down the field of candidates. Applicants may wish to consider the following tips as they get ready for the telephone interview: be prepared and practice. Prepare for the interview as deliberately as you would a personal interview. Be certain to collect all necessary documents and craft sample responses to anticipated general questions. Make sure that the interview accurately reflects your qualities and your interest in the district and be personable, enthusiastic, and professional. Be sure to listen carefully to the question and do not be afraid to ask questions for clarity. Most important, remember the goal is to get invited to the next step: the onsite visit.

The onsite visit provides both parties the opportunity to meet in a structured and controlled environment. The purpose of the onsite visit is to determine if this is a good match between the district and the candidate. Be sure to prepare and collect background information on the community, culture and board, while paying particular attention to the people and politics of any "issues" for the district. In addition to becoming familiar with the community and district, the applicant should know prior to the visit how the interview and visit will be conducted, who will be involved, and how the roles and responsibilities are defined.

Key Elements for Successful Interviews

The onsite interview provides a key opportunity to make a final impression on the board of education. The key points a finalist should cover are those that communicate how their strengths match with the job posting advertised by the board. A finalist should communicate how their skills, qualities, expertise, and experience qualify them for this position. As a part of preparation, they should assess their strengths and weaknesses, so that they can communicate their strengths and minimize any weaknesses. It is important that the finalist should honestly state if they do not have experience in a key area, yet clearly highlight their diligence, intelligence, and willingness to learn new skills. Lastly, the best tip for a successful interview is to prepare. Practice for the interview, and do not try to "wing it!" Your AASA state affiliate may provide opportunities to practice interviewing. Professional seminars and self-help books can also be helpful.

In preparing for the interview, finalists may find it beneficial to consider the following tips. During the interview you should be polite, timely, enthusiastic, self-confident, and believable. Be prepared to ask questions about the job, the community and the future of the district. This information may assist in your decision making process. The board will understand that you are also interviewing them. For example, you may want to ask one of the following: Tell me about your students. Why do people move into this community? Describe the relationships between

the district, the community, and governmental agencies, or what are the challenges and opportunities facing the district in the future? Further, be prepared for standard interview questions. You may be asked to define the role of the superintendent, describe how you work with others, describe your biggest challenge, describe your philosophy of education, give examples of your leadership style, or explain why you are the best candidate for the job. Be prepared to respond to "situational" questions such as, How would you handle . . . ? or the "killer" questions, What are your weaknesses? and "Tell us a little about yourself." Be sure to listen to each question, compose a response that answers the question, explain or give examples as necessary, speak slowly and distinctly, and summarize (in one sentence) the key points of your answer. Eye contact, vocabulary and effective communication skills are critical. Practice your interviewing strategies with a critical friend to receive constructive criticism and feedback.

Employment Contract Components

After the onsite visit and selection process are completed, the board will tender an offer to its top candidate. Once offered a position, the selected finalist should review the employment contract for the following element: duties, salary and benefits, job description, evaluations, duration and termination. It is important to remember that the contract is a binding agreement between the board of education and the superintendent. The contract will have been prepared by the district's attorney, therefore, the board's attorney will be representing the board's interests and not those of the superintendent. The aspiring superintendent may want to consider having another attorney review the contract to protect his/her interests. It is advisable that aspiring superintendents seek advice from an attorney who is familiar with education law and employment law. Also, each state affiliate of AASA should be able to assist superintendent applicants in contract reviews or referrals for assistance. While most superintendent employment contracts reflect the model contract language of employment for each state, the external review can provide an independent analysis.

Multi-year contracts

Most states allow boards and superintendents to enter into a multi-year employment contract. States typically do not allow multi-year contracts in excess of five years. Further, few states allow continued, automatic contract extensions (called "ever-green" or "rollover" clauses). As a part of the accountability process in entering multiyear contracts, there is a trend for states to mandate performance-based contracts. Such contracts cannot be extended until performance indicators have demonstrated that the performance goals have been met. Goals for the superintendent might include student achievement, academic improvement and other types of indicators as established by statute. The best practice is to involve the superintendent in the process of estab-

lishing the goals and to identify the performance expectations by which the board can assess the superintendent's performance in achievement of these goals. Before signing a multiyear contract, be certain to include a statement about how salary adjustments will be addressed. Minimally, the language should include a statement that the superintendent's salary shall be "no less than" the amount of the salary for the previous year.

Elements of a Contract

Since a superintendent's employment contract is a legal document, the terms of the contract must be clearly provided. First, the duration of the contract must be addressed. The single-most important contractual variable that implicates a superintendent's legal rights is whether the contract is multi- or single-year. Next, the compensation package must be negotiated. This not only includes salary and retirement contributions, but also insurance coverage, such as medical (individual/family), disability, life, dental, and vision. A provision would also address vacation and leaves (sick leave and personal days), when they can be utilized and how they are accrued.

The contract should also contain a statement discussing the evaluation process. This would minimally include who would conduct the evaluation and when the evaluation would take place. It is always beneficial to include a copy of the evaluation instrument in the contract as well as a statement that would allow the superintendent the right to correct any perceived deficiencies before termination.

Optional topics for consideration in the contract might include: relocation expense, professional dues, opportunity for outside work (consultantship), travel reimbursement, mileage reimbursement, and automobile allowance. Some districts may include a contractual provision requiring the superintendent to be a resident of the school district.

Lastly, the contract must be very clear regarding the job responsibilities of the superintendent. The contract will either list them in the body (or appendix) of the contract or incorporate the job description by reference. When possible, avoid "other duties as assigned" language.

Termination

The formation of the initial employment contract occurs during the "honeymoon" phase of the relationship between the board and the superintendent. Every applicant who accepts a superintendency expects a long and productive relationship; however, over time there are many personal and professional circumstances that may hinder the working relationship, including election of new board members. Therefore, it is necessary to include in the contract the critical elements that offer protection to the superintendent, including provisions for dismissal.

There are basically three ways to cease employment with a district: termination for cause, non-renewal, or resignation. Depending upon the circumstances, a superintendent may be

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entitled to various constitutional, statutory and/or contractual protections in connection with any of the above types of adverse employment action. It should be noted that statutory and constitutional rights are often greater if the adverse action is taken during the life of the contract.

The employment contract should specify the due process rights if the board desires to terminate the superintendent. To fully protect the superintendent, such rights should include: written notices of the charges, the right to legal counsel, the right to a hearing, the right to present evidence and cross-examine witnesses, the right to written notification of the findings, and the right to a verbatim transcript of the hearing. To maximize job protection, superintendents should attempt to secure a "for cause" provision for dismissal. Without such a provision, superintendents risk being dismissed for irreconcilable differences.

In lieu of termination, oftentimes a superintendent and board will agree to a buy-out of the employment contract. In addition to the necessary financial arrangements of such an agreement, the superintendent should insist upon confidentiality of the terms of settlement, indemnification from future litigation, as well as how future references from the district will be handled with prospective employers. The superintendent should also review their personnel file to insure that only the proper documents are included.

The second way for a board to dismiss a superintendent is through non-renewal. Most states have statutory guidelines addressing the type and length of notification for superintendent non-renewal. It is always preferable to negotiate an earlier notification date than that provided by statute in order to place the superintendent in an advantageous position to negotiate opportunities for future employment.

It is important to realize that if a superintendent has previously received tenure in the district, it is not enough for the board to simply terminate their administrative contract. The superintendent may be entitled to return to a teaching position in the district (depending upon seniority), unless the district also addresses non-renewal of their teaching position in compliance

with state statutory requirements.

The final aspect for consideration is the topic of resignation from a district. Though simple in theory, a resignation may present operational difficulties if not clearly addressed in the contract. For instance, can a superintendent leave in the middle of a school year to take another superintendency? How much notice must a superintendent give the district? When is the resignation effective?

If not handled appropriately disputes regarding adverse employment action could lead to a breach of contract claim, which would not be in the best interest of either the board of education or the superintendent.

Breach of Contract

A superintendent and board must comply with the terms of the contract for the length of the contract. If not, either party may risk being in breach of contract. It is becoming increasingly popular for boards to include a liquidated damages clause. Liquidated damages are a predetermined amount (usually a flat amount or percentage of annual salary) that the superintendent would pay the district if a breach were to occur (typically due to the superintendent's leaving to assume a new position in another district). The damages are designed to compensate the district for the costs of conducting a search to fill the vacancy.

If the board would terminate the superintendent in breach of the contract, the superintendent may be entitled to damages. The superintendent would be obligated to mitigate the damages caused by the breach of the contract. Mitigation of damages means that the superintendent shall make a good faith effort to find similar employment in another district. Most courts would only grant the monetary difference between the old and new contract, provided that the new contract amount is less than the salary of the terminated contract.

Conclusion

Public education faces many challenges today, increasing the need for strong effective administrative leadership. Successful women superintendents have demonstrated that they possess the requisite knowledge, traits, skills, and expertise to rise to this challenge. Our schools need and deserve strong leaders who are skillful in creating a vision and strategic plan for the district through collaboration, problem solving, consensus building, community outreach, communication, supervision, program assessment and evaluation, and management of resources. Because women administrators have traditionally come to the superintendency with several years of experience in teacher leadership, curriculum development and program evaluation, they are especially well-prepared to meet the demands of school reform and accountability. This employment scenario provides an opportunity for creative and talented aspiring women superintendents to respond to the challenges facing school districts.

America's public schools need strong leadership now more

than ever before. AASA can help promote opportunities for women to achieve and succeed as superintendents by creating opportunities for guidance, mentoring, and networking, and providing resources for legal services and financial planning. It is in everyone's best interest to promote opportunities for women and minorities to succeed as educational leaders in the public schools. Expertise in the legal issues involved in the employment process and contract formation will enable aspiring superintendents to secure executive positions of leadership and to negotiate a suitable employment contract. It is our hope that this seminar will enable talented, capable women and minority educational leaders, like you, to achieve their employment goals and aspirations!

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Healthy Aging for Women

By John Pan

As I was undergoing the transformation from a gynecologist to an integrative physician, what became increasingly clear was that the practice of conventional western medicine is primarily focused on disease care. Our training is based on the recognition of diseases and upon making the right diagnosis so we are able to institute the correct treatment. Disease is easy to define – we do a test, we have a norm, and when you are out of that norm, you have a problem. At the same time, we are programmed not to treat, unless you have fallen into a disease state. The medical industrial complex is in disease care and only minimally involved in health care. On the other hand, health is very hard to define, because health is unique to the individual. There is no standardized test for health. You have to define what is optimum health for yourself. Achieving optimum health is a unique journey that starts with taking an inventory of all your health liabilities and assets. Then you have to reflect upon and determine your own health goals and decide what actions you are willing to take to achieve those goals. Lastly, you have to identify a health partner who can assess your health inventory, discuss your goals and help you achieve those goals. In the past few years in my medical practice, I have focused less on disease care but rather on fulfilling the role as my patients' health partner and help them achieve optimum health

So, first, let's take a look at some of the differences between disease and health.

Defining Disease & Health

Disease	Health
Dysfunctional	Optimum function
Feels bad	Feels great
Doctor	Healer-Consultant
Patient	Client
\$\$\$\$	\$\$

When you talk about *Healthy Aging for Women*, the sentinel event has to be *Menopause*.

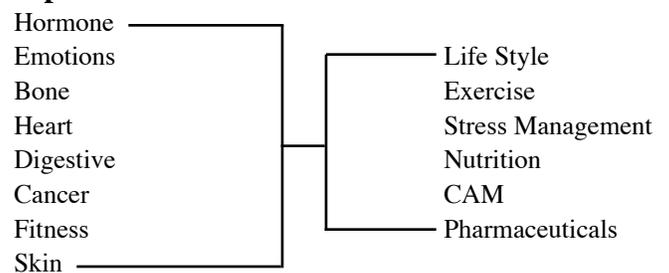
Menopause Is Not A Disease - But It Sure Feels Like One -

- Hot flashes, night sweats
- Insomnia, poor quality of sleep, wakeful
- Dry skin, brittle hair, feels tired and cold all the time
- Feeling down, crying with the slightest provocation
- Cannot take off those extra pounds, no matter how hard you try
- Worry about health – Cancer, Heart, Bone
- Libido – just not the same

Menopause is not a disease. It is a natural event in a woman's aging process. However, if you're going through menopause and have any one of these symptoms – or every one of those symptoms, you will argue that it is a disease. Even though

menopause is the sentinel event for a woman between 45 and 55, it does not define her state of health. What it does is to call attention to the woman that her state of being is no longer the same. It is a wake-up call to start paying attention to many other aspects of her health. So, this is an opportunity for you to assess your health profile in a comprehensive manner and develop a plan that will lead to an optimum aging process. A plan that will allow you to focus on correcting the weakness that you have and enjoy your strengths, so that you do not have to do everything right. Everyone's risks for heart disease, diabetes, stroke, cancer, etc. are different, so knowing what the appropriate lifestyle behavior to minimize the risk, as a unique individual, is important. We therefore should look at menopause as a web of interconnected events that touches upon every aspect of your health.

Menopause Web



All health aspects of menopause listed on the left are interconnected. They are not individual sets of problems. The remedies, with the exception of pharmaceuticals - drugs, on the right, in the same way have a beneficial effect on almost everything on the left. Unlike drugs it is not about identifying the one correct remedy to treat one problem. Exercise, nutrition, each has beneficial effect on everything from hormonal health to

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John Pan

It is important to understand how estrogen is metabolized by the liver, and that there can be other sources of estrogen other than what is produced by your ovaries, because they can all add to the risk of developing breast cancer.

John Pan

skin health. On the other hand a drug is only designed to treat a specific condition, so if you have more than one health issue, you can be taking multiple pills and since drugs often have side effects, you have to take more drugs to counteract these. Before you know it, you can easily wind up taking a whole collection of pills. There is definitely a place and a need for drugs. However drugs are designed to treat disease and since we are striving to preserve health it would be prudent to utilize all the other options first.

In creating a comprehensive management plan, it is important to view a person as a whole. You are not a sum of diseased parts. You have to take a comprehensive view of all the health concerns. The development of the management plan, as you know, is only half the battle. No health benefit will result if it is not properly implemented. An effective management plan must include proper follow-up and follow-through. Regular visits to the healthcare provider to answer questions, provide guidance and encouragements to overcome obstacles, make necessary changes to the plan, are absolutely necessary parts of the program.

Let's begin by looking at each of the health issues we need to assess.

Changes in sex hormones are of course the sentinel event as you go through menopause. This involves estrogen, progesterone and testosterone. These hormones and the replacements come in different forms, some of them are identical to what your body has been producing before menopause, while others are synthetic or not native to your body.

Estrogen

- Non-Bio-Identical

Premarin – Pregnant mare's urine

- Bio-Identical

Estrone – E1, Estradiol-E2, Estriol-E3

Tri-Est 2.5 – estriol 1 mg, estrone 0.125, estradiol 0.125mg

Bi-Est 2.5 – 1 mg estriol & 0.25 mg estradiol

Estrace – estradiol

Source – Mexican wild yam & soy

- Side effects – Risk/Benefit

The non-bio-identical estrogen, Premarin, is extracted from pregnant mare's urine (PreMarIn). It is bio-identical to horses but not humans. However, when it was discovered, about 50 years ago, it was the first bioactive estrogen that you could take orally. That is why it established itself as the standard in hormonal replacement. However, we can now produce bio-identical hormones, both estrogen and progesterone, in a chemical plant, from a plant-based source, soy and Mexican Wild Yam. These synthetically produced hormones are identical to the hormones that you have been reproducing. So if you're doing hormone replacement, then you should replace with bio-identical hormones and not substitute with non-bio-identical ones. You also need to be aware of the fact that Mexican Wild Yam, by itself produces NO hormonal activities when taken orally. It has to undergo a chemical process before biologically active hormones are produced. So, beware of "natural" hormone products that tout yam or yam extracts as their active natural ingredient. Any products that actually contain active hormones, either estrogen or progesterone, require a prescription. Your body is not able to convert what's in the Mexican Wild Yam into biologically effective hormones.

It is important to understand how estrogen is metabolized by the liver, and that there can be other sources of estrogen other than what is produced by your ovaries, because they can all add to the risk of developing breast cancer.

Estrogen

- Metabolism

Liver – Phase I & Phase II

Phase I metabolites:

16 alpha-hydroxyestrone,

2 hydroxyestrone

- Fat

- Insulin

In passing through the liver, estrogen is first converted to two main metabolic products, 16-alpha-hydroxy-estrone which is actually more stimulating to your breast tissue than the original estrogen and 2-hydroxy-estrone which is less stimulating and, therefore, is the preferred pathway. So, an abnormally low 2 to 16 ratio will constitute an increase in breast cancer risk. The metabolic path is determined by the type of estrogen and by the presence of a nutritional element, Indol-3-Carbinol, commonly found in the very large family of cruciferous vegetables, such as broccoli, Brussell sprouts, cauliflower, daikon, watercress, etc.

Testosterone is converted into estrogen in fat cells. The rate of conversion is proportionate to the amount of fat cells present. Since insulin stores unused calories as fat, it can contribute to an increase in fat mass when there is a surplus of consumed calories. In addition, it also promotes the conversion of testosterone into estrogen in fat cells. In an obese person who is insulin resistant, the combination of large amounts of fat and high levels of insulin can significantly increase the estrogen load, causing a

myriad of health problems.

Progesterone

- Non-Bio-Identical
 - Medroxyprogesterone - Provera
 - Norethindrone acetate - BCP
- Bio-Identical
 - Progesterone - Prometrium
 - Source – Wild Yam, Soy
- Bioactivity
- Side effects – Risk/Benefit

By the same reasoning, you need to evaluate progesterone supplement the same way. The nomenclature is confusing because the term estrogen denotes a class of chemical compounds that has estrogenic effects, that is, they turn on the estrogen receptors. Progesterone on the other hand denotes a specific chemical compound that your ovaries produce, while other synthetic compounds which also turn on the progesterone receptors are termed progestins and are non-bio-identical.

Progesterone (the bio-identical form) is available in both the oral form and as a skin cream. There is no clear advantage of one form over another. The skin cream is available without a prescription but its effectiveness in protecting you from developing uterine cancer while you are taking estrogen is not well substantiated with good research data. However, there are many strong advocates, notably John Lee, MD, of the progesterone cream being the best form. Just like bio-identical estrogens, progesterone is produced from Soy and Mexican Wild Yam in a chemical plant. Similarly, ground up Wild Yam has no biological effect. So, beware of “natural hormone” products touting Wild Yam as the key ingredient without naming the specific hormones.

Testosterone is largely produced by your adrenal gland and its level also starts to drop as you undergo menopause. It accounts for your libido and to a much lesser extent a general sense of well being. It has received more attention and is often incorporated as part of hormone replacement. The bio-identical form is available only in the form of skin cream while the oral form is synthetic. The bio-identical form appears to be biologically more effective and therefore requires a lower dose than the synthetic forms. Other than restoring libido, which is a very subjective issue, there are no medical benefits. The side effects, oily skin, acne, change of hair growth pattern, deepening voice can be quite disturbing.

In conclusion, the strategy of hormone replacement has to be individualized. It is also a dynamic process requiring on going assessments and adjustments. Taking a fixed prescription drug for life is not appropriate. I use the following guidelines to determine why, why not, what, how much and for how long.

Indications – severity of symptoms

Contraindications – cancer risks, breast, uterine; cardiovascular disease, stroke

*Cardiovascular disease (CVD)
is the number one cause of death
in women, not breast cancer, not
osteoporosis, and not anything else.*

John Pan

Choice of hormones – bio-identical vs non-bio-identical, the necessary combinations and the preferred forms
Dosing – balancing effectiveness with side effects and serious risks
Duration – Only for the amount of time that is necessary

I generally will order a complete blood hormone profile which includes: progesterone, sex hormone binding globulin, DHEA, testosterone and calculated free testosterone, the estrogen components: E-1, E-2 & E-3, and 16-alpha-hydroxyestrone and 2-alpha-hydroxyestrone. It gives me a baseline measurement to assess need, dosing, risks and valuable information when patients are not reacting as predicted to the replacement strategy. The proper hormone replacement strategy can be safe and need not be shunned, sacrificing your quality of life unnecessarily.

Herbs

- Vitex - Chasteberry
4-10 mg extract; 500-1,000 mg/day crude herb
- Black Cohosh - Remifemin
40 mg bid
- Kava
100-200 mg 1-3 times/day
- Dong Quai
1500 mg/day
- Red Clover
40 mg/day extract

On the other hand, if you are dead set against hormone replacement, what are your alternatives? Unfortunately, there are no equivalent alternatives. Herbs do not replace hormones. You can take specific herbs to address specific symptoms. The following is a small sample of five major herbs often used singly or in combination to treat menopausal symptoms.

Vitex Chasteberry works like a progesterone, and is used to address pre-menstrual-like symptoms often present during peri-menopause. Black Cohosh is the most effective alternative in treating hot flashes. It has been used in Europe for over 50 years, is well-standardized and is safe. Contrary to common belief, it is not a phyto-estrogen and is safe for patients with a history of breast cancer. Kava, widely used in the Polynesian culture, addresses anxiety. It has been taken off the European market recently because of issues with liver toxicity but it is still available here in the US. Dong Quai is a Chinese herb that by itself has no hormonal activity but it is frequently used in

combination with the other herbs to promote their effects. Red clover, a common “weed,” is used for its estrogenic effects. The proper use of herbs is complex and will not be addressed here. This is further complicated by the lack of regulation in terms of manufacturing standards, quality control and standardization of ingredients. Only use herbs made by a large, reputable manufacturer and it is best to consult a professional knowledgeable in the use of herbs.

Phytoestrogen

- **Isoflavones – Genistein & Daidzein**

- Legumes
- Beans - Soy
- Lignans

- Flax seed

- Cereal, fruits and vegetables
- Berries, asparagus, green pepper, carrot, lettuce, broccoli

- Coumestans

- Soy bean sprout, alfalfa sprouts

Phytoestrogen is receiving much attention as everyone is looking for an estrogen alternative that is safe. The term means “plant estrogen” but unfortunately it is a misnomer. It has a chemical structure that minimally resembles estrogen and is very weakly attached to the estrogen receptor sites and has an extremely weak biological effect, less than 100th the potency of estradiol (E-2). It is not an estrogen. It is divided into four classes with only three that can play a nutritional role.

Isoflavones, Genistein and Daidzein, are contained in all edible beans, especially in high concentrations in soy. Flaxseeds are especially rich in lignans. But you can see that phytoestrogen as a nutritional element is not unique and is present in a wide range of fruits, vegetables, grains and seeds.

One important thing that you should recognize is the difference between getting specific nutritional elements from eating the foods that contain them versus taking a food isolate. Using soy as an example, the following table gives you an idea of how much isoflavone (the phytoestrogen component) is contained in soy “foods.”

Women should not think that because they are taking calcium supplement they do not have to be concerned. If you are taking calcium it is important to take magnesium supplement at a dose that is equal to half of what you are taking in calcium.

John Pan

Soyfoods – Estimated Isoflavone Contents

Food	Serving	mg/serving
Tempeh	4 oz	167.0
Soy flour	¼ cup	43.8
Tofu – uncooked	4 oz	38.3
Texturized soy protein, dry	¼ cup	27.8
Soy milk	1 cup	20.0

* Isoflavone content varies among bean varieties, manufacturing process and source of soy protein.

The amount of isoflavone generally consumed in an Asian diet is approximately 40-50 mg. I consider that as a safe reference amount. However you can easily find isoflavone (as an isolate) in fortified soy powder supplements, power bars and shakes in amounts (160mg per serving) much higher than that. Consuming large amounts like that on a regular basis can create significant health risks. On the other hand it is difficult to reach those levels eating soy foods. Besides, the nutritional value of soy is much beyond its content in isoflavone.

Thyroid Gland

- Hypofunction

- Weight gain, fatigue, dry skin, brittle hair, intolerance to cold

- Low BBT

- Hypothyroid

- Blood – TSH, Free T-3 & T-4

- Replacement

- Thyroid support – herbal/nutritional

- Organic – Armour thyroid

- T-4, T-4/T-3

When I was still practicing just as a gynecologist, patients often walked into my office with a whole set of complaints – no energy, dry hair, problem with weight, feel cold all the time, poor sleep, etc. – all issues that are related to thyroid function. I would order a blood test for thyroid levels and the test would come back absolutely normal by accepted medical standards. So, the good news is that everything is normal and the bad news is there is nothing I can do because you have no problem. So, my patients left feeling quite frustrated. What I did not realize is that the blood levels may be within the normal range, but functionally the thyroid activities are deficient resulting in all the symptoms.

By applying a thyroid function score and measuring basal body temperatures, I can make a distinction between patients who have thyroid hypo-function, but are not hypothyroid by medical terms. Basal body temperature is abnormal when you have three consecutive days lower than 97.0 (over a 14-day period) when the temperature is taken under your arm immediately upon awakening without first getting out of bed or doing anything else. And by just taking a small amount of thyroid sup-

plement, the symptoms will resolve. Thyroid hormones come in two forms, T-4 and T-3. Your body can convert one form to another, depending on demand. So the standard medical therapy uses synthetic T-4 only at a specific dose. There are individuals who are unable to convert T-4 to T-3 effectively and therefore remain symptomatic. I usually start supplementation with Armour Thyroid, an old fashion, purified organic extract from porcine (pig) thyroid which contains a mixture of T-4 and T-3, at a dose of 15mg per day, one quarter of normal replacement dose.

Adrenal Gland

- Adrenaline
 - Cortisol
- DHEA
 - Dehydroepiandrosterone
 - Source of all hormones
 - Male hormone
 - Dose – 5-25 mg per day

The adrenal gland secretes the stress hormone cortisol, and is usually quite resilient and is your last line of defense in dealing with stress. It is designed to react against acute episodes of stress but in our current living environment it is not unusual for us to be constantly exposed to stress so that your adrenal gland does not have the opportunity to recuperate. Under the condition of unrelenting stress your adrenal gland will lose its ability to respond and you will feel like a tired dish rag, often described as adrenal exhaustion syndrome.

DHEA is what the adrenal gland uses to make cortisol, testosterone and other hormones. DHEA levels naturally drop as part of the aging process, so it has been inappropriately touted as a youth hormone, replacement will preserve your youth. However low dose (5 mg/day) supplement can improve adrenal function and make you feel better. In other conditions of adrenal dysfunction you may need to supplement with oral cortisol in order to restore adrenal function.

Pancreas – Glucose Regulation

- Carbohydrate – Sugar – Insulin – Fat/Hormone
 - Glucose/Insulin challenge test
- Insulin Resistance – Syndrome X – Metabolic Syndrome
 - Trunkal obesity
 - Hypertriglyceridemia
 - Hypertension
 - Type II diabetes
 - Polycystic ovarian syndrome
- Diet – Glycemic Index

One of the major health problems today is the increasing incidence of type II diabetes. To me it is a disease process that starts at a relatively young age and by nature of how it is defined medically, it is not diagnosed until a later age. Majority of the type II diabetes can be prevented if the pre-diabetic condition of insulin resistance is more vigilantly detected and lifestyle

and dietary changes instituted at an earlier stage of the disease. Beyond diabetes, a whole cascade of cardiovascular diseases and diseases related to obesity can be dramatically reduced or even prevented.

The Atkin's Diet, clearly demonstrates to us the cycle of connections between carbohydrate – sugar – insulin production – conversion of unused calories into fat – trunkal obesity. And if you are of such a physiologic make-up that requires higher and higher insulin (insulin resistance) production in order to maintain normal glucose level, you will develop hyper-insulinemia. This is intimately associated with a collection of conditions known as Metabolic Syndrome or Syndrome-X. When the condition of insulin resistance leading to insulin overproduction is detected early, the related cascade of diseases can be prevented by a diet of foods with low glycemic index and with nutrients and supplements that promote insulin function. Glycemic index is a relative measure of how high and fast the blood glucose level will rise after consuming a unit of that food. The higher the index, the higher the level of insulin response required to maintain normal blood glucose level. When you “run out of” insulin and are no longer able to maintain normal glucose level you become a diabetic.

When I do a comprehensive health assessment, I order a 2-hour glucose/insulin challenge test, readily available in all clinical labs but almost never ordered. It simply entails getting a 12-hour fasting glucose and insulin level and getting another glucose and insulin level 2 hours after drinking a glucose drink containing 75 grams of glucose. The 2-hour glucose level determines whether you have diabetes or not and the 2-hour insulin level indicates how hard you are working in terms of insulin production to maintain normal glucose level. I generally ask my patients to start paying attention at insulin levels higher than 35 micro-international units. This also depends on the relative norms of your specific lab.

Cardiac Health

- Risk - #1 cause of death in PM women
- Assessment
 - Homocysteine level
 - C-Reactive Protein – High sensitivity or Cardio
 - Total cholesterol/HDL ration
 - Stress ECG-Thalium Scan-Heart Scan
- Social Support & Stress Management
- Moderate exercise – 20-30 min., 4 times/week
- Nutrition – Diet & Supplements
 - Soy, Garlic
 - Omega-3, CoQ-10, antioxidants, B6, B12 & folic acid

Cardiovascular disease (CVD) is the number one cause of death in women, not breast cancer, not osteoporosis, and not anything else. Yet, until recently, it is generally regarded as a male disease and little attention is paid to the prevention of heart disease in women. Heart disease is a disease of the blood vessels supplying blood and thus oxygen to the heart muscles so

My favorite all around weight-bearing exercise is using the Rebounder, a small foldable trampoline. It is cardiovascular, weight-bearing, gentle on your joints, dynamic, good for balance, small, convenient, somewhat portable, not weather dependent and you can use it anywhere, even in an apartment.

John Pan

they can effectively pump blood to the rest of your body, a critical life dependent function. The disease starts with an inflammatory process in the endothelium lining of the vessels and the eventual formation of plaques, an aggregate of oxidized lipids and calcium. The distinction between heart disease in men and women lies in the differences in the nature of the plaques formed in women versus the plaques formed in men. In men, the plaques are not very stable, they're more friable, so they tend to break off and travel down the vascular tree (embolize). They travel down the blood vessel, become lodged and block blood supply to that segment of the heart, causing chest pain, cardiac dysfunction that shows up on the electro-cardiogram (EKG). This is the cardiac event, myocardio infarction (MI), commonly known as the heart attack. This commonly starts before the age of 50. In women, the plaques are much more stable, maybe due to the presence of high estrogen levels. So, instead of embolizing and breaking off, they just slowly build up and eventually close up and block blood supply, resulting in the same event, the MI. So, for women the disease does not surface until a later age, usually after age 55, because it takes a lot longer for plaques to build up. Early assessment of cardiovascular risk factors is important in a strategy to attain optimum health.

Homocysteine is an amino acid that requires proper levels of vitamins B-6, B-12 and folic acid to be cleared, and if it is allowed to accumulate in high levels it is associated with increased incidents of atherosclerotic plaques and cardiovascular disease.

High sensitivity or cardio c-reactive protein is a marker for inflammation and thus the presence of plaques, since the formation of plaques is initiated by an inflammatory process. This is increasingly recognized as a valuable chemical marker identifying the presence of plaques and thus vascular disease.

Cholesterol level is the main focus in regards to heart disease prevention. Even though it is only one of the risk factors, it is receiving all the attention because it can be effectively controlled by drugs. Driving the cholesterol level down makes

everyone, the patient, the doctor and the drug companies (\$\$ rolling in) very happy and feel accomplished. In evaluating CVD risks, you must assess the entire lipid panel, total cholesterol, triglycerides, HDL and its subcomponents, LDL and its subcomponents and VLDL. The most important number in terms of predicting cardiac event (MI) is the Cholesterol/HDL ratio, higher than 4.4 is abnormal. We are also beginning to recognize the importance of HDL function in preventing lipid aggregation. For women, levels lower than 40 are an indication of increased risk.

Maintaining a healthy diet is obviously an important part of disease prevention, not only in achieving normal lipid profile, and also in reducing inflammation to sustain endothelial health. Soy and garlic help to lower cholesterol while omega-3-fatty acids from flax seed or fish oil are very effective anti-inflammatory agents. CoQ-10 is a powerful antioxidant and also helps to lower blood pressure. Vitamins B-6, B-12 and folic acid may be necessary if your homocysteine level is high. Maintaining a high level of antioxidant capacity is important in preventing the oxidation of LDL which initiates the formation of fatty vascular plaques. If you have a healthy liver, two servings of alcohol a day has also been shown to reduce the incidence of heart disease.

From Dean Ornish's work, effective social support and stress management can account for over 50% of the reduction in recurrence of MI. At the same time, just moderate exercise (walking), 20-30 minutes, 4 times a week will lower the incidence of heart disease.

Bone Health

- Bone undergoes constant remodeling
 - Osteoclast (resorption) – Osteoblast (formation)
- Menopause
 - Resorption >> Formation
- Test
 - Dexa scan – Sono – Urinary Metabolic Products
- Treatments
 - Nutrition: Sardines (bones) – Dark green leafy-Soy-Dairy
 - Supplements: Calcium-Magnesium-Vit-D-Boron-Silicone
 - Exercise: Weight bearing-muscle building
 - Medication: Estrogen-Fosomax-Evista

The image of a person, man or woman, completely bent over as the result of osteoporosis of the spine paints a very scary picture. The picture even gets scarier when you are told that 50% of women over the age of 80 suffer from osteoporosis and when you suffer a major fracture, you have 50% chance of dying within the year. Osteoporosis is a term used to define the degree of reduction of bone density from the maximal level at around age 25. Your bone is actually a dynamic organ, new bones are formed as old bones are being resorbed. Starting at around age 25 you are beginning to slowly lose more bone than you make. So, how much bone you have determines how much can you afford to lose before you fall below the osteoporosis line which is defined as 2.5 standard deviation below the ideal bone density

level. Between 1.0 and 2.5 standard deviations below, you are considered to be osteopenic. At menopause when estrogen levels begin to drop, you begin to lose bone at a more rapid rate. Taking estrogen replacement will level the rate of bone loss but would not increase bone formation. Even though calcium is an indispensable mineral in bone formation, at least in this country, the lack of calcium is not the cause of osteoporosis. But since it is safe and cheap, I would not argue against taking calcium supplement. On the other hand, women should not think that because they are taking calcium supplement they do not have to be concerned. If you are taking calcium it is important to take magnesium supplement at a dose that is equal to half of what you are taking in calcium. Generally the organic salt, calcium citrate, is better absorbed. So, Tums, which contains only calcium carbonate, an inorganic salt, and is without magnesium balance, is not a good form of calcium supplement. Vitamin-D, the only vitamin that we can make (require sunlight), enhances calcium absorption and together with Boron and silicone enhances bone formation.

Beyond calcium, hormones and drugs, weight bearing exercise, together with weight training to increase muscle mass, are very important in maintaining bone density. Studies have shown that fall prevention programs/exercise such as yoga and tai qi are equal to drugs in terms of fracture prevention which is what one wants to achieve. My favorite all around weight-bearing exercise is using the Rebounder, a small foldable trampoline. It is cardiovascular, weight-bearing, gentle on your joints, dynamic, good for balance, small, convenient, somewhat portable, not weather dependent and you can use it anywhere, even in an apartment.

Digestive Health

- Gastric Acid & Digestive Enzymes
 - Improper nutrient absorption, foul stool, bloating
 - HCL, Pancreatic Enzymes
- Intestinal Flora – The Good & The Bad
 - Good bacteria – Proper balance, convert nutrients
 - Bad bacteria – Yeast overgrowth, reconver estrogen
 - Probiotics – Lactobacilli, Bifidobacter, Sacchramyces
- Intestinal Function
 - Food Sensitivity
 - Mucosal Permeability – “Leaky gut”
 - Waste Elimination – Fiber, Water

In the practice of Traditional Chinese Medicine or Ayuvedic Medicine (practiced in India), when you are sick, the first organ system that gets treated is the digestive system. They recognize the importance of proper digestion of foods and absorption of essential nutrients in the process of healing. On the other hand, we not only pay little attention to maintaining proper digestive health, we constantly abuse it. We take powerful anti-acids, like “the purple pill,” to reduce the acidity which is necessary in the breakdown of proteins and the eradication of harmful bacteria. We take antibiotics frequently and do not replace the beneficial

bacteria necessary in maintaining the dynamic balance between the good and the bad bacteria, leading to dysbiosis and yeast overgrowth. We fail to recognize common food sensitivities (gluten) which leads to considerable damage to the mucosal lining of your intestines resulting in the “leaky gut” syndrome. There is too much to cover in this talk.

Cancer Risk Factors

- Family History
- Diet & Nutrition
 - BMI – Body Mass Index - Fat
 - High fiber & Low fat
- Life style / Behavior
 - Alcohol - Tobacco
 - Stress
 - Toxic Exposures
- Oxidative Stress
 - Antioxidant – Free Radical Imbalance

Type of Cancers

- Gynecologic
 - Breast – Self-exam/Mammogram
 - Cervical – Pap smears
 - Uterine – Endometrial sampling, Sono
 - Ovarian – CA-125, Sono
- General
 - Colon – Stool guaiac, Colonoscopy
 - Lung – Pancreas - Stomach

Reduce Breast Cancer Risk

- Proper selection of hormones
 - Tri-Est 2.5mg, Bi-Est, Progesterone
- Control estrogen metabolic process
 - 2:16 hydroxy-estrone ratio

Heating food wrapped in plastic releases the plasticizers (chemicals that make it pliable) that are very powerful hormone disrupters. They are present in very small amounts but since they are stored up in your fat cells, they can accumulate over a long period of time. Minimize the use of plastic containers both for storing and especially for heating foods.

John Pan

Glucose/Insulin regulation, Bowel flora

- Avoid xeno-estrogen
 - Pesticides, drugs, plastics, beef/poultry
- Plant-based diet
 - Isoflavone, lignans, fiber
- Supplements
 - Indole-3-carbino – cruciferous vegetables

The guiding principle in reducing breast cancer risk is based on the reduction of estrogen exposure and stimulation. The above points summarize much of what has been discussed already. One point which bears emphasis and discussion is the effort to avoid exposure to environmental (xeno-) estrogen present in cattle and chicken, hormone mimics and disrupters present in the petro-chemicals (in plastics) and pesticides. Heating food wrapped in plastic releases the plasticizers (chemicals that make it pliable) that are very powerful hormone disrupters. They are present in very small amounts but since they are stored up in your fat cells, they can accumulate over a long period of time. Minimize the use of plastic containers both for storing and especially for heating foods.

Emotional Tranquility & Mental Activity

- Meditation/ Guided Imagery
- Reiki
- Yoga/Tai Qi
- Acupuncture
- Herbs
 - St. John's Wort, Kava, Ginkgo, Melatonin, Hops, Chamomile, etc.

Suffice it to say that the answer does not only lie in the form of a pill. There many skills you can learn and practice to help you deal with stress, develop emotional balance, and overcome anxiety and depression. However, there are times that you have to use drugs, but knowing and practicing those relaxation skills, with the addition of herbs, will reduce the dosage and shorten the duration of drug treatments.

Feel Fit & Look Vibrant

- Prescriptive exercise program
 - Cardiac
 - Back
 - Muscle toning & building
- Skin care
 - Proper nutrients – applied and ingested
 - Protection from sun

Needless to say, looking and feeling good are part of the same and you have to work for both. They do not come free. I must caution against indiscriminant sun exposure to get that tanned look. Use sun protection and tanning cream.

Lastly, we have to recognize that everyone is different and must respect each of us as a unique person in developing the individualized health strategy. And here is the kicker, only you can implement the strategy. It is your job to make it happen, not anyone else's. JUST DO IT!

John Pan

General Health

- Nutrition & Diet Modification
 - Plant-based diet
 - Colors - Antioxidants
 - High fiber – Reduce hormone load
 - Anti-inflammatory
 - Whole/Fresh foods
 - Limit the 3 “Whites” – Dairy, Flour & Sugar
- Supplements
 - Omega-3 – EPA/DHA/ALA
 - Fish oil, Ground flax seeds
 - Vitamins & Minerals
 - Phytonutrients – Antioxidants

The above health tips are self explanatory. The rationale and how to choose a vitamin/mineral /antioxidant supplement requires additional discussion and time.

Everyone is Unique

- Family history
- Goals
- Fears & concerns
- Self-care principle
- Partnership

Lastly, we have to recognize that everyone is different and must respect each of us as a unique person in developing the individualized health strategy. And here is the kicker, only you can implement the strategy. It is your job to make it happen, not anyone else's.

JUST DO IT !

This is a little plug for the program at the Center for Integrated Medicine.

Clinical Programs

• Quality of Life Programs

Cancer – A comprehensive adjunctive care program to support the patient

MS – Improve function, reduce symptoms

Life Without Pain – A multi-modality approach to the treatment of chronic pain

Healthy Weight – Optimum health – optimum weight

Prepare for Procedures – better outcomes

• Women's Health

Healthy Aging for Women – A whole health program for peri- & post-menopausal women

Pre-Conception – A total health approach to pregnancy planning

IVF – Improve outcome through acupuncture and mind-body techniques

The basic guiding principle in all these programs is very, very simple. If we can optimize your health, then you are better able to achieve whatever you want to accomplish, whether you want to get pregnant, recover from cancer, go through surgery without pain and expedite healing, achieve healthier weight, or age healthily – it's all about gaining optimum health.

John Pan is Founder and Director of the Center for Integrative Medicine in Washington, D.C.



Women and Leadership Focus Group Discussion Held at the 2004 AASA Women's Conference

By Helen Sobehart, Vicki Wallace, Donna Burnett, Pi Irwin,
Ann Keim & Roberta L. Berry-Selleck

Regarding Conference Monograph

Since 1980, women have gathered together under the umbrella of AASA to share information and discuss issues regarding their role as educational leaders. Some of the discussion has been unique to concerns of or about women. At times the discussion was about issues that relate to all educational leaders, male or female. However, other than a transcription of the very first conference in 1980, the wisdom and feminine voice which was present at each of those conferences was lost to all but those who were fortunate enough to participate.

In 2002, through the generous support of the Wallace Foundation, we were able to capture that voice. The Wallace Grant provided funds to develop and disseminate for two years, a monograph which collected presentations at the Women Administrators Conference (WAC) sponsored each fall by AASA. The grant supported a partnership with the Leadership Institute at Duquesne University's School of Education in Pittsburgh, Pennsylvania. The Institute's Director and former superintendent, Dr. Helen Sobehart, edited these two important collections. The publication and dissemination began a unique collaboration between Duquesne University and AASA, especially with the leadership of Sharon Adams-Taylor, AASA associate executive director and coordinator of the WAC.

Regarding evaluation, the Leadership Institute provided the Wallace Foundation a summary of the survey which appeared in both monographs. Since the monographs were mailed in paper form to over 5,000 female AASA members each year, and in electronic form to over 14,000 AASA members, both male and female, the survey information was collected in both paper and electronic form. The survey indicated a strong positive response

Other than a transcription of the very first conference in 1980, the wisdom and feminine voice which was present at each of those conferences was lost to all but those who were fortunate enough to participate.

Helen Sobehart

The focus group participants represent a broad spectrum of experience, from doctoral student, to relatively new superintendent, to long-time superintendent, to central office director, and retired superintendent now in an executive coaching role...There are many commonalities across this group. You'll see themes of mentoring, of decreasing feelings of isolation, of excitement about shared ideas, of the need for such a collection, and even about the emotion of mutual support.

Helen Sobehart

to the monograph.

We wanted to more richly understand, however, how and why the monograph was used, and what it really meant to individuals who chose to read it or share it with others. Therefore, since AASA and Duquesne's Leadership Institute chose to continue the partnership this year, even though the initial grant period had passed, they decided to offer a focus group opportunity at the 2004 WAC. Interestingly, the focus group participants represent a broad spectrum of experience, from doctoral student, to relatively new superintendent, to long time superintendent, to central office director, and retired superintendent now in an executive coaching role. Their individual comments appear below.

There are, of course, some differences in the way they have used monograph articles for their own benefit and that of others. It is extremely interesting though that there are many commonalities across this group. You'll see themes of mentoring, of decreasing feelings of isolation, of excitement about shared ideas, of the need for such a collection, and even about the emotion of mutual support. As you read each of these comments, we hope that you will use the contents of this 2004 monograph to bring the voice of women leaders to an even wider audience and to preserve it as a record to inspire those who will follow us many years hence.

Vicki Wallace

This is my second conference. I'm beginning my fourth

The monographs are particularly helpful because the things are very short, it's all in one place. I like it online, but I also like it in hard copy.

Vicki Wallace

year in District Office Administration after being a principal and teacher. I find AASA's online works, the monographs, everything that they provide for me to be very beneficial. I share them with principals and other district office employees. We've all decided to belong to different organizations and AASA was one of my choices. So I find the materials to be very beneficial. The monographs are particularly helpful because the things are very short, it's all in one place. I like it online, but I also like it in hard copy. It's great to be able to read it in bed, at boring meetings, in the airport, wherever I find the opportunity to read it.

I'm not sure that Tennessee has an AASA state group and I want to be sure that we do. Particularly, we would need a Women's Caucus and certainly the materials from AASA help all of that. The networking that we find at these conferences is very beneficial since it is a women's conference in particular. The monographs help us with that also because we get to meet the people who have written for the monograph and so it makes other valuable networking available to us.

Donna Burnett

I attended this focus group because it is important for a funding source to gain feedback from the participants in the program. I found that the monograph was a well-written document. It provides information. It is also a leisure reading piece of material, in which you can identify a problem that you might have and the article might help to solve a problem.

Secondly, I took the time to read through several of the articles and found that they were very inspirational. They were very targeted on principles and help administrators and superintendents to resolve issues that they may be facing in their own districts. It also provided an opportunity to identify the person who wrote the article. You are able to dialogue with that person

It's important that we as women learn to write a history as we go along so that the information is readily available to young girls and women behind us who are aspiring to become school leaders.

Donna Burnett

at the conference. It's important that we as women learn to write a history as we go along so that the information is readily available to young girls and women behind us who are aspiring to become school leaders, whether it be principals, assistant superintendent, superintendent, or some other capacity that we share.

Pi Irwin

I'm a retired educational administrator, having been a principal, assistant principal, assistant superintendent, and superintendent of urban and suburban school districts. I'm now an executive coach. What I find particularly useful about the monograph is that for me it captures a period of time. Secondly, it really reflects the context within which we're working. So, as I coach women, particularly in any area of administration, I find it helpful. I have used this to take a look at the context, to understand the perspectives in which they're working.

I think it will be useful to us as we go into the future. It's important to capture the time, the era. That is useful in a couple of directions, one to see how far we've come and also to see where we haven't moved. As we look at that gap, we can perhaps develop some new strategies.

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Pi Irwin

Ann Keim

What we've said is praise for what you've done. These two monographs are really a vital record of what's been happening in school leadership and women in 2002, 2003. I've read every word of both of them over the last couple of years, such meaningful things and vital things. True life stories written with the understanding that it often seems only women have. There is so little written about women in leadership, their personal stories. Obviously there are tomes about things that we should do, and dissertations on what women do that men don't, but this really captures the essence of women in leadership. I know a third or so of the people who are interviewed or wrote in these monographs, good solid people. It is a pleasure to read their thoughts and in every case, these are exemplary people who have much to say and much to share.

I sent one copy to my daughter who was having some problems with her job and hated it and was looking for something

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Anne Keim

else. She was frustrated. She's so bright and ambitious, but she was really frustrated. I thought, "I'll send her a copy". I didn't pull out one article, I sent her the whole thing. That Sunday when I spoke to her on the phone she told me she read a couple of them and said, "Oh, mom, I cried." Well, I cried too. But that's the kind of essence, really, that you have captured in some of these.

What your work is doing is really important and meaningful and you have got to find the funding to keep doing it. I hope that we have monographs for the next ten, twenty, thirty, whatever, years. It will be a record for a generation from now of what happened in education, and what we women did, thought, and went through. I just wish that someone would have started it ten, twenty years ago, because how different twenty years ago was from what it is now.

Roberta L. Berry-Selleck

I've joined your focus group this morning to share some of my comments with you. The purpose of this interest group was to discuss the monograph and making it available in the future as a continuing resource. I really value the hard copy of this monograph and appreciate Wallace's contribution in doing this. First of all, I think it's a wonderful addition to a professional library and something that is readily accessible. It is in a format that is easy to take with you to places that would be inconvenient to access via internet, i.e., in bed, subway, trains, etc.

In our profession, for some strange reason, it seems like women do not support other women. At least, that has been my experience. Due to this experience, I have gone out of my way to mentor, encourage, and support other female leaders that I feel would make a contribution to our profession. This monograph has assisted me to accomplish that in numerous ways. I have copied some of the articles and have sent them to friends in various states. I have sent them to places in Colorado, Arizona, as well as to many of my fellow colleagues who reside in the state of Illinois that are not currently in the position of central office administrator. So, I do value the contributions that this has made to our profession.

I'd also like to comment about the glass ceiling. I enjoyed the title of your proposed book with "glass ceiling" in its name because that has certainly been my experience in certain regions of the country. Because of that glass ceiling, it becomes all the more important for current females in leadership positions to be able to extend a hand and to help women aspire to these important positions. Prior to 2000 I had actually shunned all types of organizations that focused solely on females, and female needs and perspectives of their positions. I guess I came to the field knowing that I was entering a male dominated area and if I was going to play with boys then I probably needed to focus on organizations that were more generic and/or embraced the male gender, therefore excluding the female perspective.

Several years ago, I was going through a bumpy time professionally in the district that I was leading. I decided that maybe it was time for me to be in the company and comfort of other females and hear their perspectives of female leadership challenges. I attended the AASA's Women's Conference that fall and came away refreshed, energized, and rather chagrined that I had shunned such organizations. Now fast forward to 2004. As an administrator, as a school superintendent, I have sent many females to this conference in the hopes that it would also give them insights and validation to what we bring to the table.

I will continue to be a supporter of the Women's Conference. Here are some ideas for future sessions. I would like to see a session on how to deal with the head hunters and the folks that actually try to find quality candidates for schools' superintendent openings. I know that it's not necessarily encouraged that we introduce ourselves to them, but how do you break into that stable? How do you make them aware of your career and your accomplishments and, therefore, help them see you as a viable candidate for future jobs? I would also like to see a session that tries to prepare one for the unexpected. Obviously you can't always prepare for things that you have no idea may be coming at you, but nonetheless, if you listen to enough stories and have enough conversations, you learn different tactics and strategies that will at least buy you some time.

For example, several years ago I found myself thrust in a heartbeat into the national limelight because we had a situation in our high school over naming the cutest couple. Traditionally,

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Roberta L. Berry-Selleck

and in probably 90-95% of the schools, the title goes to a male and a female. In our school, it went to a lesbian couple and our high school principal at that time said to the kids, student body, and faculty, "No way. Not in my school. Not in my yearbook." Of course those were fighting words for all parties concerned and I had to deal with that. I was bombarded by requests from national media: O'Reilly Factor, Paula Zahn, Katie Couric. We were in newspapers far and wide, all different types of publications. It encouraged negative groups to come to our school district. When you encounter times like these, how do you deal with the spin? How do you accent the positives? How do you regroup and have some time to think so you can react and make yourself sound like you're in charge and not intimidated? Talking woman to woman, openly and honestly, would be a great help.

Vicki Wallace is the Director of Elementary Education for the Clarksville Montgomery County School in Tennessee.

Donna Burnett is a doctoral student at the Walden University in Minneapolis, Minnesota.

Pi Irwin is a retired superintendent and is currently an Executive Coach in Portal, Arizona.

Ann Keim is Superintendent of the Pequea Valley School District in Kinzers, Pennsylvania.

Roberta L. Berry-Selleck is Superintendent of the Crete-Monee Community School District in Crete, Illinois.

Dr. Helen Sobehart is Director of the Leadership Institute in the School of Education at Duquesne University, Pittsburgh, Pennsylvania.



Creative Constipation

By Erik Wahl

As leaders of today's youth, we at times might benefit from acting our shoe size and not our age.

Our minds have been trained from childhood to think in lockstep and conformity. Our school systems taught us to sit in straight rows, color within the lines and be mathematically disciplined. We were rewarded for thinking logically. But ultimately, these conventional systems ended up blocking our paths to creative thinking. In a sense, we became creatively constipated.

That is problematic, because the world is changing – the streets are changing – and particularly our youth are changing. Yet often times, we are not.

We like our routines. We like our traditions. We even like the way things “used to be.” We tend to look back at yesteryear in hopes of recapturing some of yesteryear. We base most of our future decisions and programs on what has worked in the past. Yet if we look at all the great accomplishments throughout history, be it in art, science, politics, business, they all came about because someone challenged the traditional rules. Someone had the courage to see the future differently than everyone else in a given field. In a sense, they were “rule breakers.” Pablo Picasso was a rule breaker. His paintings challenged the prevailing assumptions that artists needed to accurately paint what our eyes know to be true. Galileo challenged both astronomy and the church. Former CEOs Bill Gates of Microsoft and Herb Kelleher of Southwest Airlines revolutionized their industries by breaking traditional business rules. Dr. Martin Luther King, Jr. had a dream for a different tomorrow.

The great inventor Charles Kettering said, “There exists limitless opportunity in every industry; where there is an open mind there will always be a frontier.”....including our public schools.

The leadership paradigm has switched from knowledge and experience based learning to a new frontierimagination based thinking! Albert Einstein, who is arguably one of the greatest creative minds in history, saw this years ago when he stated, “Imagination is more important than knowledge.” Now that is not to discredit knowledge and experience. They each play a very important role in the future of our programs. But as we look to create a new vision for the future of our children, it is often times our past knowledge and our past experience that can be two of the single greatest factors holding us back. We need to let go of yesterday to firmly take hold of tomorrow.

We have the opportunity to have a greater impact on the future of our kids than any other single organization. We have the flexibility to be a voice of reason as well as a listening companion. We can help our children break old paradigms where they feel trapped as well as reach for the stars.

What rules can we challenge as leaders and visionaries for our young impressionable kids to achieve superior levels of success? How can we make our programs so uniquely entertain-

ing that your children wouldn't dream of heading to the streets to find excitement? What programs and events can we be doing to turn at risk children into our biggest fans and best marketing team? What are leaders doing outside of our industry to create a marketing “buzz?” What games, programs, events or even technologies have never been tried before that might generate such momentum that other school districts turn to you and inquire about your unparalleled success?

Educational institutions of the future that embrace being open minded and creative are better equipped for success. They have the ability to adapt to the rapidly changing social environment and see new opportunities. The future belongs to those who have the courage to creatively see the future as a land of new opportunity as opposed to struggling to rekindle the success of the past.

As leaders of our children, the responsibility is on us to look for channels to resist conventional wisdom and flush out our most innovative ideas. We were the most innovative before we started school ourselves. Before we were taught to take all of our creative ideas and to narrow them down to search for only one right answer. As leaders of our kids we need to reverse this process and open our minds to new ideas. Open up our minds to the limitless possibilities of the future. I would suggest we need to explore our childlike curiosity in every aspect of our organization. We need to schedule time to think unconventionally, challenge prevailing rules, stimulate professional growth, take risks, be artistic, be imaginative and maybe even start asking “why?” again.

Erik Wahl is a recognized artist and keynote speaker. He speaks to organizations about peak performance and visionary leadership. For more information about Erik visit his Web site at www.theartofvision.com



AASA 2004 Monograph Biographies

Kathy Augustine is an accomplished, results-oriented, educational administrator who has served urban schools for 30 years. Since 2000, she has successfully guided, supported, monitored, and evaluated the district's core business—teaching and learning—in the 85 schools in Atlanta. Prior to 2000, Kathy served as Executive Director of High Schools in the Atlanta Public Schools serving the 11 high schools and five alternative schools. Kathy began her career in 1975 as a teacher, served as an assistant principal and principal at the elementary and high school levels in the New Orleans Public Schools, accepted an internship with the Superintendent of the Memphis City Schools, was the special assistant to the Superintendent in New Orleans Public Schools, and went on to become the Assistant Superintendent of High Schools in Newark Public Schools. Kathy is currently a doctoral candidate in the Harvard University Urban Superintendents' Program. She holds a B.S. in Elementary Education from Loyola University, a M.A. in Educational Administration from the University of New Orleans, and a M.Ed. in Administration, Planning and Social Policy from Harvard University. She has been recognized for her work as an outstanding educator through several fellowships, awards and commendations. She serves as a consultant and presenter for various school districts and professional organizations across the country.

Cynthia Cadieux is an assistant professor at James Madison University (JMU) in Harrisonburg, Virginia. As assistant professor at JMU in the College of Integrated Science and Technology, she teaches in the Health Sciences Division. Prior to coming to JMU in fall 2004, she was a Visiting Professor at Regent University in Virginia Beach, Virginia. While at Regent University Cadieux taught courses in character education in the teacher preparation program and was the program director for Character Ed Prep, The National Clearinghouse for the Teaching of Character in Educator Preparation Programs. While serving in this capacity she was invited to join the Center Resources Group of the Character Education and Civic Engagement Technical Assistance Center for the U.S. Department of Education. Research interests include character education, women in leadership, nutrition and behavior. Cadieux is co-founder of In the Lead Consulting, an educational consulting business specializing in meeting educational needs across the lifespan.

Brad Colwell, an associate professor of education law, has been at Southern Illinois University Carbondale since 1996. He teaches classes in Illinois school law, professional negotiations, school finance and the politics of education. Before the profes-

orate, Colwell practiced school law with the firm of Miller, Tracy, Braun, Funk & Guenther Ltd., where he specialized in contract law and issues relating to school board liability. He earned both his Ph.D. and a J.D. from the University of Illinois at Urbana-Champaign. Colwell is active in scholarly research and public service to elementary and secondary education. He is editor of the national publication, *School Law Reporter*, the primary journal for the Education Law Association, and was recently elected to the ELA Board of Directors. In 2000, Colwell was appointed to the Governor's Task Force to rewrite the Illinois School Code.

Marcilene Dutton is the associate director of the Illinois Association of School Administrators, a position she has held since 1993. She received her law degree from the Paul M. Herbert Law Center at Louisiana State University and clerked for the Honorable W. Donald Boe Jr. of the Federal Bankruptcy Court Louisiana. Dutton speaks across the country on state and national legislative strategies, liability issues for educators and contract negotiation.

Karen Dyer is the manager of the education and nonprofit sectors for the Center for Creative Leadership (CCL). In this role she works primarily with superintendents, principals and others occupying leadership positions in educational settings. Prior to this position she was executive director of the Chicago Academy for School Leadership, responsible for providing rigorous results-based professional development for Chicago Public School principals and administrators. Dyer has been a principal, Title One program manager, reading/language arts specialist, teacher of regular and gifted education, and an instructor at three universities. Karen hold a bachelor's degree from the University of California Berkeley, a master's of education from Holy Names College in Oakland and a doctorate in education administration from the University of the Pacific in Stockton.

Ted Hershberg, professor of public policy and history at the University of Pennsylvania, is founder and director of the Center for Greater Philadelphia. He served as assistant to the mayor (Philadelphia) for Strategic Planning and Policy Development during a leave from Penn (1984-85). He was acting dean of Penn's School of Public and Urban Policy, holds master's and doctorate degrees in American history from Stanford University and studied sociology at Columbia University. He also authored the "Philadelphia" entry in the *World Book Encyclopedia*. Hershberg serves on the board of the National Civic League, the Institute for the Regional Community and the Associated United Ways for Southeast Pennsylvania. He is a frequent contributor to *The Philadelphia Inquirer's* opinion page.

Paul Houston has served as executive director of the American Association of School Administrators since 1994. He established himself as one of the leading spokespersons for American education through his extensive speaking engagements, pub-

lished articles, and his regular appearances on national radio and television. Houston served previously as a teacher and building administrator in North Carolina and New Jersey. He has also served as assistant superintendent in Birmingham, Alabama, and as superintendent of schools in Princeton, New Jersey; Tucson, Arizona; and Riverside, California. He has been in an adjunct capacity for the University of North Carolina, Harvard University, Brigham Young University and Princeton University. He has been a consultant and speaker throughout the U.S. and overseas, and he has published more than 100 articles in professional journals. He completed his undergraduate degree at Ohio State University and received his Master's degree at the University of North Carolina. In 1973, he earned a Doctorate of Education from Harvard University. In 1991, he was honored by the Council of Great City Schools for his leadership in urban education when he received the Richard R. Green Leadership Award. In 1997, he was awarded an honorary Doctorate of Education from Duquesne University. The Hope Foundation honored him with the Courageous Leadership Award of 2000. The Horace Mann League presented Houston with the league's 2001 Outstanding Educator Award. He was cited as an articulate spokesperson for strong and effective public education. Houston co-authored the books *Exploding the Myths*, published in 1993 and *The Board-Savvy Superintendent* in 2002. His columns have been collected and published in his books *Articles of Faith & Hope for Public Education* and *Outlook and Perspectives on American Education*. Houston is committed to advocacy for public education and the children it serves.

Pi Irwin is recently retired from 10 years as a superintendent with 20 years of experience as a school administrator in urban and suburban settings. Her coaching training began through a joint project of the National Staff Development Council and the Brande Foundation. She is completing her credentialing program with the Hudson Institute of Santa Barbara. Irwin is a founding member of the nonprofit corporation Coaching for Results whose goal is to provide high quality coaching to school leaders at minimum cost. She has begun her own coaching business, Portals to Success.

Hope Jordan is an associate professor at Regent University in Virginia Beach, Virginia where she directs the master's level Special Education Program and is a department chair. She had over 18 years of experience in K-12 as both a special and general educator both in the U.S. and abroad before moving into higher education. She has also been involved in teacher training at conferences and in-services. Her areas of expertise include both general and special education. An academic background in Psychology, General Education, Special Education, Administration & Supervision, and Organizational Leadership provides her with a broad perspective of education from various levels. Her areas of interest include students with special needs, teacher training, educators as leaders, women as leaders, and international education issues. She is co-founder of In the Lead

Consulting, an educational consulting business specializing in meeting educational needs across the lifespan.

Fran Karanovich, superintendent of Macomb Community School District 185 in Macomb, Illinois, has been superintendent of Olympia School District 16 (Standford, Ill.), Putnam CUSD 535 (Granville, Ill.), and assistant superintendent in Coffee County Schools (Douglas, GA.), and Dade County Schools (Trenton, GA.). Karanovich has been published in several recognized journals and has also conducted workshops, seminars and staff development sessions on topics ranging from school climate, communication strategies and interview techniques to the roles and responsibilities of school superintendents and school boards. She has received numerous awards in recognition of her volunteer and professional work. Karanovich earned her doctorate at Georgia State University in 1981 and holds master's and bachelor's degrees from Southern Illinois University-Edwardsville.

Ann Keim has been Superintendent of the Pequea Valley School District (Lancaster County, PA) since 1987. Before that, she was director of curriculum in the School District of Lancaster and prior to that, an elementary principal in Vernon, NJ. Her bachelor's degree in nursing education is from Bates College and her master's and doctorate from Lehigh University.

Sabrina Hope King spent the first nine years of her career in the field of urban education as a teacher of ESL and high school equivalency (GED) and as a high school history teacher and dean in the New York City Public School System. For the next nine years she was on the faculty at the University of Illinois at Chicago and Hofstra University specializing in urban school improvement and multicultural education. Prior to joining the Wallace Foundation, King worked as a principal and an assistant superintendent of curriculum and instruction. She has published widely and consults with numerous districts on improving urban schools and is committed to issues of equity, diversity and improving the educational experiences and outcomes of our nation's highest needs students.

Lisa Kueng, vice president and campaign consultant at Van Kampen Investments, developed the company's "Smart Women Finish Rich™," "Smart Couples Finish Rich™" and "Team Dynamics" consulting programs. She is a national speaker and has been a featured presenter at *Working Woman* magazine's "Marketing Financial Services to Women" Conference, "The Possible Woman Conference" with Anne Richards and at a Pennsylvania Treasury Department statewide tour. Kueng has been quoted in the media including *BusinessWeek*, *The Chicago Tribune*, NBC News Philadelphia, *Ticker Magazine* and *Fund Marketing Alert*. She holds a bachelor's of science in journalism from the University of Illinois at Urbana-Champaign.

Karen Mapp serves as a lecturer on education since Janu-

ary 2005 at the Harvard Graduate School of Education (HGSE), and as the deputy Superintendent for Family and Community Engagement since September 2003. With the BPS, Mapp helps to lead efforts to create and implement policies and practices that forge partnerships with families and the community to support student achievement. As Deputy Superintendent, she oversees three Family Resource Centers and the Title I Training Center. Mapp also has been president of the Institute for Responsive Education (IRE) since 1998. IRE is a research, policy and advocacy organization in Boston that conducts research on how school, family, and community partnerships effectively support children's learning. Mapp joined IRE as project director for the Boston Community Partners for Students' Success initiative, which focused on the development of activities and programs to familiarize parents with the recently established Boston City-wide Learning Standards.

Margaret Noe is the associate chancellor for access and equal opportunity and assistant professor in educational leadership at the University of Illinois at Springfield. She also teaches graduate and doctoral level courses in school law and the superintendency. Noe received her Ph.D. in educational administration and foundations from Illinois State University and her law degree from Southern Illinois University at Carbondale. Her professional experience includes a variety of positions in public and private institutions in Illinois as a teacher, administrator, superintendent, consultant, university professor and administrator. She is a frequent presenter at national, state and local conferences on education law and public policy.

John Pan, founder and director of the Center for Integrative Medicine, is a 1970 graduate of the George Washington University Medical School and is board certified in obstetrics and gynecology. He practices gynecology, combining Western Allopathic medicine and principals of Oriental medicine, with emphasis on non-invasive, non-toxic remedies and attention to emotional and lifestyle factors that underlie illness. Pan has been in practice for more than 25 years and is a clinical professor in the Department of Obstetrics and Gynecology at the George Washington University Medical Center. He began to recognize the value of integrating other systems of medical treatments into total healthcare and in 1997 founded the Center for Integrative Medicine. It is one of the first to be established in an academic institution.

Jane Quinn, assistant executive director for Community Schools at Children's Aid Society, oversees local and national work to forge effective long-term partnerships between public schools and other community resources. Quinn has served as program director for DeWitt Wallace-Reader's Digest Fund, director of Program Services for Girls Clubs of America, and has held positions with the D.C. Health Department and the Center for Population Options. Quinn received a master's degree from the University of Chicago, School of Social Service Adminis-

tration and a bachelor's degree in economics from the College of New Rochelle. She did post-graduate work in non-profit management at the Columbia School of Business.

Wendy Robinson began her career with the Fort Wayne Community Schools, Fort Wayne, Indiana, in 1973, as a third grade teacher. During her 30-year career in education, she has been a classroom teacher, assistant principal, elementary school principal, and one of the District's first Area Administrators. She was appointed to the position of Superintendent of the Fort Wayne Community Schools in July 2003 after an eight-year assignment as Deputy Superintendent. A graduate of Fort Wayne's Central High School, Robinson was awarded her undergraduate and advanced degrees from DePauw University, Greencastle, IN, Indiana University, Indiana University-Purdue University, Fort Wayne and Ball State University, Muncie, IN. Committed to education and community, she has enthusiastically devoted her energies to responding to ongoing needs by developing partnerships that encourage all residents to work cooperatively as educational advocates for the children of the Fort Wayne Community Schools. Robinson's community involvement includes membership on the boards of United Way, Wild Cat Baseball League, Anthony Wayne Services, Fort Wayne Economic Alliance, Invent Tomorrow, Fort Wayne Community Foundation, Junior Achievement and the Parkview Hospital Board. Dr. Robinson has recently been appointed by Governor Kernan to the Early Learning and School Readiness Commission.

Diane Rutledge is superintendent of Springfield, Ill. Public School District 186. She has spent her career in Springfield serving in a continuum of positions from elementary teacher to deputy superintendent. Her work has focused on collaborating with partners to create initiatives to support student achievement. Rutledge holds a degree in elementary education from Western Illinois University and degrees in educational leadership from both University of Illinois at Springfield and Southern Illinois University. She is currently involved in the Superintendent Leadership Program at the Kennedy School of Government at Harvard University. Rutledge sits on the boards of directors of organizations that include the Boys and Girls Club of Springfield, the Boy Scouts and Friends of Memorial Hospital. She serves as a mentor to an elementary school student in District 186 and is an elder at her church.

Roberta L. Berry-Selleck is Superintendent of Crete-Monee School District in Crete, Illinois. She has served as a superintendent for eight years in Illinois. Berry has held numerous administrator positions of Assistant Principal, Principal, Assistant Superintendent, and Superintendent for eighteen years in Illinois and Colorado. Berry earned her Bachelors at University of Southern Colorado, her Masters at Western State College, and her Doctorate from the University of Colorado.

Helen Sobehart directs the Duquesne University School

of Education Leadership Institute. She retired from the superintendency at Fox Chapel Area School District in Pennsylvania. Sobehart served, by gubernatorial appointment, on the State Advisory Panel for Special Education and on several U.S. Department of Education committees. With support from the Wallace Foundation, Sobehart edited the first monograph for AASA's Women's Conference and prepared a monograph on AASA's 2003 Women's Conference. Sobehart's doctorate is from Carnegie-Mellon University.

Paula Tallal received her Ph.D. in experimental psychology from Cambridge University, England. She was appointed to the faculty of The John Hopkins School of Medicine in the Departments of Neurology, Pediatrics and Psychology. In 1988 Tallal was recruited by Rutgers University to co-found and co-direct a new Center for Molecular and Behavioral Neuroscience, as well as a new graduate training program in Behavioral and Neural Sciences. Tallal has received Rutgers' highest academic award, Rutgers University Board of Trustees Award for Excellence in Research and holds the University's highest academic rank, Distinguished Professor II. Tallal has been recognized for her academic as well as clinical expertise in the area of developmental cognitive disabilities and the recipient of many honors, awards and special lectureships including a Decade of the Brain Lecture for Congress.

Erik Wahl is a nationally recognized artist and speaker who inspires sales professionals to achieve greater levels of performance. His consulting firm specializes in challenging organizations to implement breakthrough thinking to achieve extraordinary results. Wahl has keynoted meetings for American's top corporations, guest lectured at the London School of Business and performed for organizations all over the world. Using art as his vehicle, Wahl is able to channel success strategies in a uniquely fresh and entertaining way. His painting becomes a visual metaphor to the core of his message. His skill as an artist, a dynamic performer and speaker leaves audiences with a message that is as memorable as it is impactful. Wahl's sought after paintings hang in executive offices around the world.

Vicki Wallace is director of elementary education in Clarksville, Tennessee. Wallace's professional experiences include elementary teacher, Title I Reading Specialist, elementary principal, and four years in her current position at central office. Her honors include the NAESP 2000 National Distinguished Principal from Tennessee.

Carolyn Warner is president of Corporate/Education Consulting Inc. Drawing on her experience in government, business, education and communications, her firm offers consulting, speaking, seminar and training services focusing on workforce/work place issues, education, leadership and public/private partnerships. Active on both state and national levels as a respected public policy leaders, Warner was both a presidential and a

congressional appointee to the National Skills Standards Board and serves as national treasurer of Jobs for America's Graduates. She also serves on the Board of Directors of the International Women's Forum. Warner served from 1974 to 1986 as Arizona's elected state superintendent of public instruction, the first non-educator ever to hold that post.

Sandra Watkins is a professor of educational leadership at Western Illinois University. She has served school districts as a teacher, guidance coordinator, school psychologist, coordinator of gifted programs, elementary and middle school principal, assistant superintendent and associate superintendent. Watkins has also worked at the state level in charge of scholarships and consultant to minorities. She has presented at state and national conferences on restructuring schools, interdisciplinary instruction, designing and implementing mentor programs, underachievement of gifted and talented students, and identification and interventions with "at risk" middle school students. Watkins has taught graduate classes at the University of North Carolina-Greensboro, Furman University, Creighton University and the University of New Hampshire.



AASA Women Administrators Conference
Leadership in a Time of Change
Monograph 2004

Feedback Form

Please give us feedback on this collection of presentations from the AASA Women Administrators Conference on Nov. 4-7, 2004, in Arlington, VA. You may respond by mail, fax or e-mail. Information appears at the bottom of this form. Please feel free to duplicate this form if you share the monograph with others. Thank you for your help!

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- College/University Student
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Gender

- Female Male

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