

Hamline University

ADMIN Licensure News

Hamline University School of Education (651) 523-2600
Hamline University Administrative Licensure Program (651) 523-2807 or (651) 523-2690

Special Interest Articles:

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Leadership that Speaks

Creating leadership for the 21st Century ... the Hamline way ...

What does *the Hamline way* mean? Great question!

My colleagues have been talking recently about our moral imperative in the School of Education. It is such a compelling conversation. More than any other time in the history of K-12 public schools do we need authentic leadership of

teachers, students, families and community.

At Hamline we believe in the very critical role in leadership that principals play at the building level and that superintendents and directors of special education play at the district level.

The old rules of school leadership no longer apply. We believe that school leaders of the 21st Century

lead in constructivist thought and action. Howard Gardner claims that leaders of the future possess a disciplined mind, a synthesizing mind, a creating mind, a respectful mind and an ethical mind.

Doesn't this sound complicated, exciting and scary all at the same time?

We are determined to create leadership that is different from traditional administrative models.

Faculty Profile ... Tom Coughlin

What courses have you taught at Hamline?

TC – Education Law for the past 5 years.

What has been your experience as an administrator?

TC – 42 years in public education.

How do we get better in education?

TC – We stay engaged and committed to school improvement by staying tuned in to research-

driven ideologies and processes and translating them to improved teaching and learning for our students.

What do you like most about HU?

TC – The students. My Education Law students are enthusiastic learners, especially when the learning is on a practical level that they can relate to in their daily work as educators.

Best advice you ever received as a leader?

TC – Your best resources for success are the people you surround yourself with-use their talents and bring them along as you lead. You can't do the job effectively on your own.

Favorite education book?

TC – I am an eclectic reader. I currently am interested in reading about the influence of the political process on education, especially as it relates to the notion of accountability.

A Better Leader for MINNESOTA EDUCATION BY TOM HOFFMAN

Listening and calling on the talents of those that you have surrounded yourself with are the ingredients for the best decisions.



There are more than 50,000 teachers in Minnesota. Who in our state government advocates for all these public school teachers?

Ideally, wouldn't it be the Commissioner of Education?

I ask because of recent concerns surrounding what constitutes a quality public school education. Generally, people who become teachers do so because of a desire to make a difference, a desire to build a strong rapport with young people and use creativity to bring their subjects alive for students.

In other words, 50,000 public school teachers did not enter teaching because of a political affiliation; rather, they entered the classroom to pursue a cause beyond themselves. Our Commissioner of Education, however, is appointed because of political affiliation and serves the educational whims of the governor. Perhaps the time has come to consider a Commissioner of Education who earns the job not because of which party she supports, but because of educational

expertise.

According to the 1983 government report, *A Nation at Risk*, there was widespread public perception that something was seriously remiss in our educational system. Since then, "school reform" has become a legislative mantra at both federal and state levels. Politicians, not teachers or administrators, acquired a growing influence in attempts to fix the system. Indeed the system does need fixing, primarily because teaching and learning has become more complex.

Let me cite three examples of urgent education issues in Minnesota today.

Diversity. Minnesota continues to be an attractive place for immigration. According to the U.S. Immigration and Naturalization Service, nearly 200,000 people immigrated to Minnesota since 2000 -- more than 12,000 from Somalia, 6,000 from Ethiopia, 5,000 from India and Mexico.

It is essential that our government leaders advocate for educational quality for all Minnesotans regardless of how long

students have been here.

Pedagogy. Because the process of instruction has become more research-driven, we know more about effective teaching than ever before. What began at Stanford University, Columbia Teachers College, and the University of Chicago as an effort to quantify a quality education has continued with the likes of Cremin, Lageman, Tyack, Cuban, Sergiovanni, Marzano, Fullan, Elmore, and Reeves.

These are institutions and individuals who passionately fought for the use of research to become an impetus for improved instruction. We must ensure that new knowledge about teaching and learning gets to those who use it.

Resources. More than any time in recent history, schools are losing the game of competing for taxpayer dollars. The state provides about 80 percent of schools' operating funds, leaving most of the rest up to local property taxpayers. A cash-strapped state has dropped school investment by 4.4 percent since 2003, leaving cash-strapped taxpayers on the hook to pay for education.

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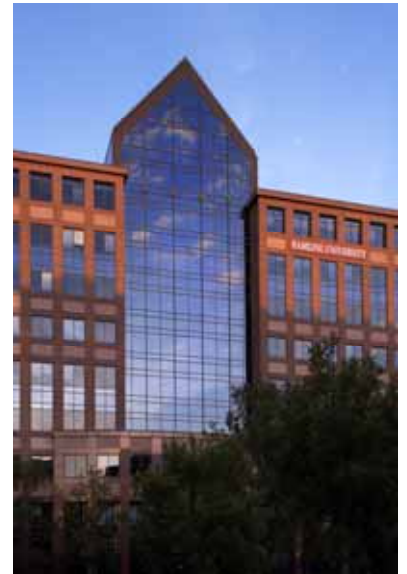
Newly Proposed ADMIN Licensure Competencies

On October 23, 2008, the Minnesota Board of Teaching approved new administrative licensure competencies for District Superintendent, K-12 Principal, Director of Special Education, and Community Education Director.

In a stroke of genius, the Board of School Administrators rewrote the competencies so that all four administrative licensure areas contain the same core competencies.

The core competencies are as follows:

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|---------------------------------------|--|
| 1. Leadership | 11. Values & Ethics of Leading |
| 2. Organizational Management | 12. Judgment & Problem Analysis |
| 3. Diversity Leadership | 13. Safety & Security |
| 4. Policy and Law | Each license area has "additional" sub-competencies that are germane to the licensure area. |
| 5. Political Influence and Government | The other big change was to increase the number of required Field Experience hours from 200 to 320 for candidates seeking Director of Special Education licensure. |
| 6. Communication | |
| 7. Community Relations | |
| 8. Curriculum Plan & Development | |
| 9. Instructional Management | |
| 10. HR Management | |



School of Education's Shared Values

How do principals, superintendents, and special education directors effectively lead in a learning organization?

Hamline's School of Education has constructed a set of values around the core of teaching and learning today.

In the Administrative Licensure program, we ask prospective candidates to carefully reflect upon a set of four values. If our candidates don't believe in the core values, we do not believe

that they are a good match for the licensure program.

At Hamline, we believe in school leaders who value and understand issues of equity. We believe in school leaders who value and understand the strengths of community. We believe in school leaders who value and understand the construction of knowledge. We believe in schools leaders who value and understand mindfulness and inquiry.

Student achievement is too important to approach with draconian attitudes of the past. Effective school leadership is about having a tolerance for ambiguity.

Our faculty helps candidates construct knowledge in a model of mindfulness through the strength of learning in community.

We want our graduates to use the same premise as they provide leadership in K-12 school districts.

"At Hamline, we believe in school leaders who value and understand the strength of community."

Faculty Profile ... Mary Endorf

What courses have you taught at Hamline?

ME – I taught the required learning community courses in the MAED, a leadership course in the Ed.D and the K-12 Principal course in the admin program.

What is your experience as an administrator?

ME – I have served as a K-12 building principal and principal of an intermediate school and principal of a kindergarten center.

Who was an inspiration in your career as an administrator and why?

ME – My father was an inspiration as he was a

school superintendent in a large suburban district. He was always in the schools, encouraging staff to grow professionally and leading through collaboration.

Favorite education book?

ME – I loved School and Society by John Dewey and The Saber-Toothed Curriculum.

“We get better by always trying to understand the nature of learning for pre-schoolers through adults.”

Successful Exit Interviews

Spring 2008

Michelle Palmieri (Principal)
Jason Voss (Principal)
Sarah Clyne (Principal)
Todd Durand (Principal)
Elizabeth Knudsen (Director of SPED)
Stacey Kadrmass (Principal)
Alyssa Lundell (Principal)
Shannon McParland (Principal)
Rebecca Stouten (Principal)

Micheal Thompson (Principal)
Aaron Deris (Principal)
Vincent Trammel (Principal)

Summer 2008

David Esposito (Principal)
Valarie McWilliams-Jones (Principal)
Brian Nadeau (Principal)
Shannon Anderson (Principal)
Ron Simmons (Superintendent)
Jane Carlson (Principal)

Kevin Ward (Principal)
Lisa Orke (Superintendent)
Lori Erickson (Principal)
Jay Karai (Principal)
Laurie Resch (Superintendent)
Rollan Hoke (Principal)

Administrative Licensure Testimonials

Josiah Hill

K-12 Principal Candidate

It has been the support of my internship experiences that has proven to be one of the most nurturing aspects of the program.

Jennifer Loeck

District SUPT Candidate

The Superintendency course was a tremendous learning experience, taught by Dr. Carl Wahlstrom. It provided me with a solid foundation on which to enter Superintendent Field Experience.

Jay V Karai

K-12 Principal Alumni

My advisor helped me immensely to understand and complete the field experience process. He prepared me for the Exit Interview and it was a rewarding experience.

“I feel I am ready to take on the new challenges of an administrator thanks to Hamline University.”

Summer Seminar for ADMIN License Adjuncts

In the past, our MAEd program in the Hamline University School of Education has sponsored two-day summer training for all learning community facilitators.

This has proven to be very popular with facilitators and provides a forum for collaboration around pedagogy, curriculum development, and program development.

We will replicate a similar experience for all those who teach adjunct in the administrative licensure program this summer.

The ONE DAY seminar will focus on the core values in the program, scope and sequence of the program, style of pedagogy, and of course, syllabus development.

The date and time have yet to be determined, but it will be hosted on the Hamline University campus. Morning refreshments and lunch will be offered. Faculty from the MEDAL programs will lead presentations and discussion times.

Hoffman – continued from p 2

But instead of addressing these issues, Gov. Tim Pawlenty and Commissioner of Education Alice Seagren announced their new agenda for Minnesota's schools. Priority issues for the current year include continued funding of Q-Comp (merit pay), tougher standards for those wanting to go to college to become teachers; and looking at non-licensed community experts to become teachers in math and science.

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Old Main – Hamline University

Alumni Briefs

Elsewhere in this newsletter, we recognized 24 candidates who have successfully exited from the Hamline University School of Education Administrative Licensure Program.

Because the program is committed to continuous improvement, a stronger relationship with all alumni from administrative licensure must be cultivated.

What does that look like?

Almost two decades ago, the Higher Education

Council issued a report called "The Quality of Higher Education." The report contended that "the judgments of graduates are particularly useful" because of their experiences in the program.

Right now, we involve alumni as adjunct faculty, exit interview panelists, guest speakers, field experience supervisors, and members of our Advisory Teams.

Many alumni from the administrative licensure program have treasured

memories of their entrance into the field of school leadership. We believe that these very same professionals can make an ongoing and substantial contribution to Hamline University's School of Education.

We also know that alumni will not become sustained members if they are not granted meaningful opportunities and tasks.

One project on the planning board is ongoing professional development for our alumni in administrative licensure.

Another idea is to recognize people, annually, who have graduated from our program and who make significant contributions to the field of public K-12 education.

"How do we advocate for social justice and equity in a system of education that clings to power and privilege for a small percentage?"

Hamline University
Administrative Licensure
Program

***Creating leadership
in the 21st Century ...
the Hamline way***

***The best teachers are
not those who have a
great syllabus or
design a great
assessment. No, the
best teachers are
those who have a
cause beyond
oneself.***

We're on the Web!

See us at:

www.hamline.edu/gse/admin

A Note from Ranell Tennyson, Program Coordinator

Hello, Students and Alumni. I hope your school year is off to a wonderful start! Students, please keep in mind that online registration for the spring (February 2009) term opens November 10, 2008. Online registration will close on February 3, 2009. If you need assistance registering or

logging on to Pipeline, please let me know. Please contact your advisor if you have course scheduling questions.

On another note, if you have friends or colleagues who are interested in pursuing their administrative license, please send them my

way. They can reach me at 651.523.2807. I would be happy to meet with prospective students and help them develop their educational and career goals. Also, I would be happy to host an information-session at your location. Again, feel free to contact me. Thanks for all of your help!

Professional Organization Affiliations

The Administrative Licensure program proudly belongs to the following:

1. Minnesota Association for School Administrators
2. Minnesota Association for Special Education
3. Minnesota Elementary Principals' Association
4. Minnesota Association for Secondary School Principals
5. Minnesota Association for Charter Schools
6. Minnesota Association for Alternative Programs
7. Mom-Public Education Council
8. American Association for School Administrators

About Our Learning Organization Mission ...

To create a diverse and collaborative community of learners dedicated to the development of students' knowledge, values and skills for successful lives of leadership, scholarship, and service.

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Clearly these people have a different set of priorities. For Minnesota, who should be framing the issues that impact students, teachers and families the most? As a partisan politician, can leadership of Minnesota schools legitimately come from the Commissioner of Education?

Perhaps it is time to look at a new way to provide leadership to teachers and students. What would happen if the Commissioner of Education ran for office on authentic school experience and a platform of issues that provided a choice for state voters?

In an election, Minnesota voters may identify a person with a compelling desire to advocate for teachers and students in a way today's politicians have failed to accomplish. To play politics with an issue as important as education is very unwise. Minnesotans must demand better from their leaders than they have received.