

# MINNESOTA REPORT

"Leadership for Learning"

## Leadership and Learning

*President RoAnne Elliott reflects on her two-year term*

Serving as president of the Minnesota ASCD executive board for the past two years has been a most rewarding learning experience. I have appreciated the opportunities to be more closely involved in the work of International ASCD as well as to work with the Minnesota board as we seek ways to provide useful services to educators in our state.

Serving on the ASCD Leadership Council and on two national committees has greatly deepened my understanding and appreciation for the work of the Association. I gained



*Minnesota ASCD President RoAnne Elliott is the Curriculum Coordinator for Mounds View Public Schools. She is completing the second year of her two-year presidency.*

a clearer vision of what is possible regarding the work and impact of Minnesota ASCD through my participation in discussions and activities with educators from across the nation and from several other countries. I returned from a regional training conference last winter with other Minnesota board members resolved to more closely follow the lead of ASCD and to make better use of the many resources that the Association makes available to us as an affiliate.

Over the past three years ASCD has posed an important challenge to itself as a leading and highly successful organization and to each of its affiliates, stated in the simple phrase "from success to significance." This challenge is less about our conscientiousness, good intentions, and hard work as it is about the impact of the work we do. Spurred on by this challenge, the Minnesota ASCD board is in the process of asking and finding ways to accurately answer important questions about how the organization's work matches up with the needs, talents, and preferences of Minnesota educators and students. The

board is also keenly aware of the impact of state and national education policy and that Minnesota ASCD needs to be in the forefront of influence work for sound, informed decision making on the parts of our state and national legislators. That we need to have a voice is clear to us. How to most effectively conduct influence work is part of the board's current discussion.

These are all challenging questions and in them significant learning opportunities abound for board members and for all members of Minnesota ASCD. I plan to continue to participate in this learning through my role as Past-President next year on the board of directors.

I am most pleased to hand the gavel over to President-Elect Dr. Richard Cash, a tremendously talented and energetic leader who will provide the guiding questions and creative energy that will keep the board moving toward its mission. The organization is also fortunate to have new Executive Director Pete —*continued on page two*—

*Developing leadership among educational decision makers to improve curriculum and instruction for Minnesota students.*

### HIGHLIGHTS ...

- **Newsletter Editor**  
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**Pete Ziegler**  
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**THIS ISSUE'S FEATURE:**  
**ASCD'S Margaret Murphy discusses legislative advocacy, ASCD's ambitious agenda, and much more**  
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**Minnesota ASCD  
2006-2007 OFFICERS**

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*Mounds View Schools*

President-Elect   Richard Cash  
*Bloomington Public Schools*

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**“Leadership for Learning”**

**From the new editor of *Minnesota Report***

**Charles Skemp**

Change is a constant. Minnesota ASCD is undergoing a number of changes this year in leadership and in direction. In this issue of the Minnesota ASCD newsletter, we focus on the changes taking place in our state-wide organization, as well as in the direction of International ASCD. We include key messages from the leadership of Minnesota ASCD, including ones from our outgoing president, RoAnne Elliott; our incoming president, Dr. Richard Cash; and our new executive director, Pete Ziegler.

RoAnne has been instrumental in keeping Minnesota ASCD connected to the international organization and to their new initiative of moving from “success to significance.” Richard will continue the momentum of RoAnne, focusing on a commitment toward member services and legislative advocacy for all learners.

Our incoming executive director, Pete Ziegler, replaces John Eller, who took a teaching position at Virginia Tech. Pete is well known in curriculum and staff development circles, and at our last board meeting

demonstrated his creativity in striving to meet the needs of our members.

In this issue, we also include an interview with Margaret Murphy, the regional Constituent Partnership Director for International ASCD. Margaret explains the legislative initiatives that International ASCD is focusing on:

- Innovative High School Reform
- Closing the Achievement Gap
- School Readiness and Development of the Whole Child.

Those of you familiar with ASCD’s web site and electronic newsletter know that the organization already



*Charles Skemp, secondary curriculum coordinator in West St. Paul, is our new newsletter editor.*

has spent a lot of time emphasizing these themes. Margaret’s interview ties them together and shows their relationship to No Child Left Behind.

Finally, our organization needs to bid farewell to Stan Hooper, our outgoing interim executive director and newsletter editor. Stan did an excellent job of shepherding the organization through the transition of finding a new executive director. He also has been a leader in producing a high quality newsletter for Minnesota ASCD. I humbly take over the reins as editor and hope that I can live up to the high standards that Stan has established.

I have worked in curriculum and staff development for the past eight years, first as the state social studies specialist, and currently as the secondary curriculum coordinator in West St. Paul. Before that, I taught social studies and Spanish for more than ten years at Richfield and St. Paul Academy. I welcome the opportunity to work with the members of this organization and look forward to your input and support.

**End-of-term words from RoAnne Elliott (continued from page one)**

Ziegler, who will make sure that the board’s decisions are grounded in reality and allow Minnesota ASCD to realize its full potential as a leading state-wide education organization. It feels great to leave the leadership of Minnesota ASCD in such capable hands!

**MINNESOTA REPORT**

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# MESSAGE FOR THE FUTURE

by President-Elect Richard Cash

**As politics and conditions change in the educational landscape, the key messages of Minnesota ASCD are designed to position our organization as both flexible and responsive to the needs of educators statewide.**

As we approach the end of another school year, Minnesota ASCD is looking forward to building a stronger organization for its members. As President-Elect for the past year, I've been a partner in developing an aggressive agenda for Minnesota ASCD that incorporates a focused commitment toward member services and legislative advocacy for all learners.

The Association for Supervision and Curriculum Development (ASCD) has been a leader in the world on educational issues. The strength of ASCD is in its 175,000 members in 135 countries and 58 affiliates. As an affiliate, Minnesota ASCD will be utilizing the numerous resources provided by ASCD to build a more prominent presence in our local educational arena.

Under the leadership of President RoAnne Elliot, Minnesota ASCD defined "key messages" that will drive our organization for the next several years. As politics and conditions change in the educational landscape, the key messages of Minnesota ASCD are designed to position our organization as both flexible and responsive to the needs of educators statewide. Minnesota ASCD will:

- Continue to provide those services most valued by our membership: a quality newsletter, timely conference and Curriculum Expos.
- Strive to offer programs that are relevant, research-based, cutting edge and visible throughout the state.
- Develop collaborative relationships with other educational organizations to strengthen responsiveness and political influence.
- Provide leadership for learning through relevant credible resources that can address both statewide and regional educational challenges in proactive ways.
- Build membership that is representative of the diversity in Minnesota.
- Strengthen the Board of Directors to lead an organization that will move from success to significance.

I am both honored and humbled by being selected as Minnesota ASCD's next president. I follow an outstanding educational leader, RoAnne Elliot, for whom I have a deep appreciation and tremendous respect. During my tenure as President, I will be guided and advised by the Past-President's Council of

Minnesota ASCD: RoAnne Elliot, Pam Paulson, Diane Heacox, Debra Pitton and Maxine Strege. With the support of a strong Board of Directors, I am confident we can make Minnesota ASCD "a community of educators, advocating sound policies and sharing best practices to achieve the success of each learner."



## About our new president ...

Richard M. Cash, Ed.D., is the Director of Gifted and Talented Programs, K-12, for the Bloomington Minnesota Public Schools, and teaches graduate-level courses at Concordia University and Hamline University in St. Paul, MN. Prior to his work as a district administrator and college-level instructor, Richard taught first and sixth grade in an urban elementary school for gifted children. Richard also worked for many years as a children's theater director and has co-authored four children's plays.

Recently, Richard was elected as a US delegate to the World Council on Gifted Education and will be presenting workshops at the International Biennial Conference on Gifted Education in Warwick, England, in August, 2007. Nationally, Richard is actively involved with the National Association for Gifted Children (NAGC) serving on its Diversity Committee and Membership Committee. He is a frequent presenter at the annual NAGC convention. Richard is also involved with the International Association for Supervision and Curriculum Development (ASCD) where he serves on the Leadership Council. Locally, Dr. Cash is the Past-President of the Metro-Chapter for the Minnesota Educators of the Gifted and Talented (MEGT).

# PETE ZIEGLER

## Minnesota ASCD's new executive director introduces himself

**"My wife Sue is a teacher, as are my son Nathan and my daughter Kristen.  
You get renewal units just eating dinner with our family."**



**T**hat first day of kindergarten – it is all coming back to me. Mom said I needed new shoes and new clothes. Would I be with any of my friends and would they recognize me? How would I ever learn to read and to add? I knew I could play kick ball, but I wasn't sure about skipping. I heard we were treated to snacks and milk in those cool little bottles with the cap on top. It was all so new, so frightening and yet

so exciting. Mrs. Haydeen, my kindergarten teacher, assured me that together we could do it all.

This may seem a strange way to introduce myself to the members of the Minnesota Association for Supervision and Curriculum Development, but right now I am having many of the same feelings and questions that I must have felt on that first day of kindergarten.

Here I am, the executive director of one of the most influential educational organizations in the state. With a membership of 760 educational leaders, a board of directors that reads like a "Who's Who in Minnesota Education," and an exceptional

executive secretary, you would think I would have no fears. Will I be able to assist this organization as they move forward their key messages? Will I be able to bring the priorities of the International ASCD that Margaret Murphy outlines in her interview to the members of Minnesota ASCD? Will Minnesota ASCD truly move from "success to influence"? On this "first day of kindergarten," these are the questions on my mind.

Minnesota ASCD is the only educational organization in the state that has members from all of the major stakeholders working in our schools. This gives us a unique opportunity and obligation to influence what our schools look like and how they work. Reading President RoAnne's "farewell" and President-Elect Richard's "view of the future," we get a sense of the type of work we have done and can do. In this next year, we will be calling on you to help us assist you in doing your part to improve teaching and learning.

As for me: I was born and educated in Minnesota. I graduated from Winthrop High School and received both my bachelor's and master's degrees from Southwest State University in Marshall. Except for two years spent teaching history in Iowa City, I have worked in Minnesota schools my entire professional career. I was a social studies teacher for 18 years and spent the next 17 years working in curriculum and professional development. Currently, I am the Executive Director of the Minnesota River Valley Education District. I will retire from this position on June 30, 2007.

In addition to my duties with Minnesota ASCD, I will be working part time for the Lakes Country Service Cooperative, serving schools in the central region of the state that are not making Adequate Yearly Progress. I also hope to be able to spend a great deal of time fishing and with my grand kids. I grew up in a family that valued education as does my own. My wife Sue is a teacher, as are my son Nathan and my daughter Kristen. You get renewal units just eating dinner with our family.

My entire professional career has been focused on one goal: To create classrooms where every student can and does learn. I bring this goal to Minnesota ASCD. I have new shoes and I did purchase a new sports coat. I learned how to read, do math, value all learners, build relationships and learn. I believe that I am well prepared to work for the Minnesota Association for Supervision and Curriculum Development. Thank you for giving me this opportunity. Together, we can do it all.



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## Executive Director Pete Ziegler interviews

**MARGARET MURPHY****ASCD Constituent Partnerships Director**

*From ASCD's ambitious legislative agenda to ideas for improving advocacy in Minnesota, Margaret Murphy shares her perspective*

**1. Margaret, thank you for agreeing to this interview with the *Minnesota Report*. Would you please tell us about yourself and your position at the International Association for Supervision and Curriculum Development?**

I had been in education for many years, teaching at various levels. As these things happen, an opportunity presented itself to come to work at ASCD. That was 15 years ago, and I've been with ASCD in various capacities ever since. It's truly a learning organization and has been a constant growth experience. I'm currently a Constituent Partnerships Director and am responsible for outreach to the field, especially through our ASCD affiliates, student chapters and connected communities. Minnesota ASCD is one of the affiliates with which I have a special bond.

**2. How does International ASCD determine its focus issues and political agenda?**

ASCD has a representative body of the membership called the Leadership Council. This body is charged with regularly scanning the field to identify issues and trends. Then, while always keeping ASCD's mission and strategic plan in mind, the Leadership Council develops positions for advocacy and action. Based on the positions of the organization, the Legislative

Agenda is developed each year. Its focus areas are determined by what is anticipated to be on the plates of our federal legislators during that year. A committee from the Leadership Council meets each January with representatives from U.S. Congress's various committees that deal with education issues. We talk with members from both sides of the aisle, Republican and Democrat, and at both levels, Senate and House.

**3. The 2007 ASCD Legislative Agenda includes Innovative High School Reform, Closing the Achievement Gap, and School Readiness and the Development of the Whole Child. Would you briefly describe what ASCD is advocating in each of these areas?**

First of all, we see the Development of the Whole Child as the framework for our positions and legislative agenda. ASCD is driving toward changing the conversation around education from a narrow focus on basic academics and high-stakes testing to a broader view of academically successful, healthy, engaged children living in a community focused on their well-being. With that as the bedrock, our legislative agenda calls for Innovative High School Redesign that encompasses five key areas.

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**About Margaret Murphy**

Margaret Murphy's roots in education are in the classroom. She has taught at both the elementary and secondary levels in New York and Virginia. Murphy has been with ASCD for 15 years, the last 10 years as a director in Constituent Partnerships. Prior to this position, she served ASCD in a variety of roles. In her current position, Murphy provides

a range of services to ASCD constituents in organizational development, governance, strategic direction setting, capacity building for advocacy efforts, and board development. She

advances connections between and among the Association and its constituent groups and supports constituent groups in developing positive relationships with influential education groups to heighten their visibility in the policy arena and pursue shared goals. She is program lead for the Student Chapters and Connected Community programs and has presented on numerous education issues and practices around the world.

Murphy plays a significant role in several ASCD initiatives, including strategic planning, goal implementation, and program development for constituents. She is an active member of several key Association teams, including the strategic goal aimed at building an engaged and diverse community, for which she serves as goal chair; the Senior Director Team; the Educational Leadership Advisory Team; and the Books Acquisition Team.

Murphy holds a bachelor's degree from the University of New York and a master's in education, with a concentration in the social foundations of education, from the University of Virginia.

• **Five key areas of innovate high school redesign**

- **Multiple measures of assessment**, including a progress-based interpretation of the data as an essential element in determining adequate yearly progress.
- **Personalized learning** to enable students to take ownership of their learning with a caring adult/mentor to support academic efforts achieving graduation.
- **Flexible use of time and structure** to allow high schools to determine the appropriate learning, classroom, calendar, and graduation time and to free them from the 100-year-old Carnegie unit and other inflexible structures.
- **Professional development** for all educators that builds capacity for successful school leadership and effective instructional practice. High school innovation requires that teachers and school leaders are supported in gaining and sustaining the knowledge, skills, and dispositions to address the evolving needs of students.
- **Business and community engagement** to provide expanded business and community support for new learning opportunities and increased student engagement.

However, what we don't want to see is a cookie cutter program mandated at the federal level. Our position calls for significant funding to allow for communities to create high schools using




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**Murphy on high school redesign:**  
**“What we don't want to see is a cookie-cutter program mandated at the federal level.**

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these principles that will work where they live. We need to create models of redesign that work so that other communities can see a vision for change and learn from each other.

• **Closing the achievement gap**

ASCD stands strongly behind appropriate accountability in education and for closing the achievement gaps that unfortunately exist across our country. However, we feel we can do a better job in demonstrating students' proficiency than the annual mandatory assessments in place now. The following legislative agenda priorities, clustered together under the broad title of Closing the Achievement Gap, primarily call for changes to the U.S. No Child Left Behind Act; however, their core principles also apply to other relevant education legislation. ASCD calls for the following:

- Adjustments to the Adequate Yearly Progress Model to incorporate multiple measures of assessment, including progress-based accountability.
- Preparation and Professional Development to ensure effective educators that is data driven, flexible, learner outcome based, and addresses the needs of the whole child.
- Effective Interventions to Support Students to ensure school improvement approaches are flexible, proven through data, and meet the locally determined needs of students.

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**Murphy on closing the achievement**

**gap: “We feel we can do a better job in demonstrating students' proficiency than the annual mandatory assessments in place now.”**

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• **School Readiness**

Finally, in the area of School Readiness, ASCD supports high-quality prekindergarten education programs for all children, with the highest priority given to those that serve the students who are most at risk. The current educational climate often emphasizes academic achievement and excludes a more holistic approach to educating the whole child. ASCD calls for ...

- Early Childhood Education to provide resources and support for developmentally appropriate learning opportunities emphasizing emotional and physical well being that are aligned with local school districts.
- Professional development opportunities to ensure that early childhood specialists are effective educators.
- School readiness programs that involve parents, communities, schools, businesses and policymakers – all of whom have a stake in the development of the whole child.

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**Murphy on school readiness:  
“ASCD supports high-quality  
prekindergarten education  
programs for all children. The  
highest priority should be given  
to those that serve students who  
are most at risk.”**

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#### 4. How is International ASCD forwarding its agenda?

This has been an area of huge growth and change for the Association. ASCD recognized the need for decision-makers to have access to and hear unbiased, evidence-based information about education so that they could create sound policy that supports and enables best practice in learning, teaching, and leadership. ASCD decided it was not sufficient anymore to just disseminate that kind of information and hope for the best. Rather, the Association would have to be much more proactive in getting the right information into the right hands at the right time. Consequently, the Association committed significant resources over the past several years to build the infrastructure that supports this kind of effort. The Leadership Council and the Legislative Agenda we mentioned previously are two important pieces. Other examples include:

- The introduction of the annual Leadership for Effective Advocacy and Practice (LEAP) Institute
- The convocation of the prestigious Commission on the Whole Child
- The online ASCD Action Center
- The development of the ASCD Government Relations and Public Relations departments, including a first-ever ASCD Lobbyist position
- The development of our first-ever draft piece of legislation, a bill on high school redesign
- The development of a variety of publications focused on advocacy and policy issues
- The development of various capacity-building initiatives for affiliates and other constituents, including grants for affiliates and training opportunities

#### 5. Regarding the important issues that you have raised, how can Minnesota educators effectively advocate for change to national education policy?

There are a number of ways that Minnesota educators can become involved. Here are three examples:

- First of all, I would encourage every person in Minnesota who cares about the education of children to join the ASCD Educator Advocates. The Educator Advocates program is a quick and easy way to get connected to your specific legislator. Congress is making education policy decisions that affect you, your local schools, and your students every day. Do not let Congress make decisions without the critical information you can provide. You can help them, and they will welcome your input.

As an Educator Advocate, you will receive e-mail alerts when your action can make a critical difference. We will provide the materials and information to make sure your advocacy time will be minimal, but your influence will be significant. In addition, you will receive a weekly update about what has happened in Congress regarding education.

- I would also encourage all educators to educate themselves about the issues and the processes involved in influence and advocacy work. Visit the ASCD Action Center at [www.ascd.org/actioncenter](http://www.ascd.org/actioncenter). The Action Center incorporates a myriad of great resources, including the how-to Advocates Toolkit, extensive white papers on education issues (InfoBriefs), policy papers, policy briefs, research briefs, sample letters to the editor, and talking points on ASCD positions, the legislative agenda, and more. It is a rich resource for anyone interested in getting involved.
- Get involved with Minnesota ASCD to help build relationships with decision-makers at the state level.

#### 6. As a member of Minnesota ASCD, how can I assist International ASCD with its legislative agenda?

There is so much each of us can do. The best assistance, of course, is to get involved. Educate yourself about ASCD's positions and its legislative agenda. Also educate yourself about how the system works, how it unfolds in Minnesota, and who the players are in your state. Work with the affiliate leadership to create relationships with your federal policy makers. Use ASCD's Action Center and all its resources to develop consistent messages and then, especially when members of Congress are in their home district, call, write, e-mail. YOU are their constituent. You can vote – or not vote – for them. They care what you have to say. In addition, you are educators. You know what works. Be an Educator Advocate.

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**Congress is making education policy decisions that affect you, your local schools, and your students every day. Do not let Congress make decisions without the critical information you can provide.**

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### 7. What actions would you recommend that Minnesota ASCD members take in our own state?

Again, get involved. What's true at the federal level is even truer at the state level; state level policy makers are key. As important as federal policy is, state level policies have the most significant impact on what's happening in your schools and districts.

Volunteer to be part of affiliate committees or task forces that identify issues and create positions. Localize ASCD resources where appropriate. For those issues more unique to the situation in Minnesota, work with the affiliate leadership to create policy agendas you can support.

Help the affiliate leadership to identify and reach out to those like-minded educators and organizations that will work with you to support your education agenda.

Create relationships with local legislators. Talk to them in words they can understand and in a unified voice about what is important to the organization. That can be done locally and by attending a "Day at the State Capitol" organized by the affiliate leadership.

Work with MN ASCD to host community conversations about education. ASCD will be releasing a guide and offering training soon to help facilitate these conversations. Stay tuned!

Ultimately, we all need to be working together, to be on the same page about what's important to us. This kind of work cannot be done by an organization's staff or by an affiliate's Board. Look to your affiliate for leadership and respond to opportunities to be involved in these crucial activities.

### 8. In our own communities?

Invite decision makers into your schools. That includes policy-makers, business leaders, and parents. Offer stories and show them examples of how policies are playing out locally. Publicly

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### ASCD calls on educators, communities, and policymakers to work together to fulfill the new compact for the education of the whole child.

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praise policy makers for good decisions and offer constructive alternatives to improve policies that are not working well for children.

### 9. At the international conference in Anaheim, the Commission On The Whole Child released their report: *The Learning Compact Redefined: A Call to Action*. Please tell us about ASCD's position on the Whole Child.

As I mentioned previously, this position is the framework for all of our influence and advocacy work and the New Compact is the call to action. The complete Learning Compact can be found online at [www.wholechildeducation.org](http://www.wholechildeducation.org). Click on "About the Whole Child" for the report. In addition to the report, there is a wealth of information and resources available to support this work and more is being planned. Pledge to support the Whole Child. Take a survey to see how well your school community is supporting the whole child.

ASCD calls on educators, communities, and policymakers to work together to fulfill the new compact for the education of the whole child. Successful implementation of these policies results in successful learners who are knowledgeable, emotionally and physically healthy, civically active, artistically engaged, prepared for economic self-sufficiency, and ready for the world beyond formal schooling.

We call upon policymaking bodies from local school boards through the United States Congress to embrace and implement the following five separate yet interconnecting goals to ensure we, as a society, meet our new compact with today's students and tomorrow's leaders.



- ➔ Each student enters school healthy and learns about and practices a healthy lifestyle.
- ➔ Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults.
- ➔ Each student is actively engaged in learning and is connected to the school and broader community.
- ➔ Each student has access to personalized learning and to qualified, caring adults.
- ➔ Each graduate is prepared for success in college or further study and for employment in a global environment.

**10. What expectations does ASCD have for state affiliates in regard to the “Whole Child”?**

We hope that each state affiliate will embrace the new compact for the support of the Whole Child and help us advance the agenda of the entire community, creating and supporting schools where each child is healthy, safe, engaged, supported, and challenged. We hope that Minnesota ASCD plays an active role in leading community conversations about the new learning compact. We hope that Minnesota ASCD encourages all of its members to sign on to the Whole Child pledge and to become ASCD Educator Advocates. We hope that Minnesota ASCD takes the lead in creating relationships with policymakers so that our voices can be heard loud and clear at both the state and federal level.

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**We hope that each state affiliate will embrace the new compact for the support of the Whole Child and help us advance the agenda of the entire community, creating and supporting schools where each child is healthy, safe, engaged, supported, and challenged.**

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**11. Looking into your crystal ball what do you see as the future for education in the United States and Minnesota?**

I am an optimist. Although parts of our education system are struggling to keep pace with a changing society and a changing world, I believe we will succeed. I see a future where schools and communities promote the emotional and physical well-being of their children, as well as spur creativity and critical thinking, engaging the whole child. There is in every community, not just for the well-to-do ...

- A broader definition of achievement and accountability that focuses on the content of learning as well as the conditions that support it and the communities that promote it.



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- ➔ **Hungry kids can't learn.**
  - ➔ **Scared kids can't think.**
  - ➔ **Insecure kids can't collaborate.**
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- A rigorous and comprehensive academic curriculum in which 21<sup>st</sup> Century skills are integral to teaching and learning.
- An atmosphere that promotes thinking and wondering (not fear and caution).
- A convergence of federal, state and local policies in recognition of common sense facts:
  - Hungry kids can't learn
  - Scared kids can't think
  - Insecure kids can't collaborate

**12. Are there any last thoughts that you would like to share with us?**

Keep the children at the center of everything you do. There are already many organizations that seek to influence policy-makers on education-related adult issues, what we call bread and butter issues. No doubt these are important. But as ASCD members and Minnesota ASCD members, our power lies in turning the conversations back to the children at every opportunity, of really changing the conversation in every community about the education of our children. That is our ASCD work, and it is a monumental task. My final words are those of Calvin Coolidge: “You can't do everything at once, but you can do something at once.” Let's get started together.

Thank you for the opportunity to share ASCD's exciting new work with you.

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**Keep the children at the center of everything you do.**

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**Welcome to Our New Minnesota ASCD Members**

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Alger, Scott E. Watertown-Mayer Middle	Conboy, Doug ISD 332, Mora	Goodwin, Tim Artech Charter School Northfield	Jepson, Rich ISD 2190, Granite Falls
Anderson Schmidt, Teajai St. Paul	Dahle, Kay M. ISD 238, Houston	Grams, Betsy Litchfield ISD 465	Knaeble, Brian ISD 11, Champlin
Arvidson, Angela Montevideo Public Schools	Davenport, Marla TIES, St. Paul	Green, Kim ISD 279, Osseo	Koch, Randy Brooklyn Center
Baker, Liz ISD 2853, Madison MN	DeMaster, Barbara St. Paul	Grenell, Sandra Blooming Prairie Elem. Blooming Prairie	Koering, Cathy District 196 ABE, Eagan
Bartley, Greg TIES, St. Paul	Denman-Wilke, Katy Stillwater	Gruidl, Susan ISD 270, Hopkins	Koranda, Michael ISD 991, Marshall
Beckwith, Beth Northfield	Dess, Stephanie Learning for Leadership Charter School, Minneapolis	Gustafson, Karen ISD 2190, Granite Falls	Kraemer, Kathy TIES, St. Paul
Berglund, Katie Ellis Middle School, Austin	Elnes, Lauralee TIES, St. Paul	Guthrie, Deborah A. West St. Paul	Kretsch, Amy ISD 279, Osseo
Blom, Amanda Montevideo Public Schools	Erickson, Karen ISD 777, Benson	Haenke, Rod M. Instructional Designs, Inc. Eagan	Kruse, Diane ISD 777, Benson
Briski, Melissa Buhl	Erickson, Kyle NWSC, Thief River Falls	Halverson, Elaine ISD 2190, Granite Falls	Langer, Jameson J. Waconia
Brustuen, Emilie ISD 2853, Madison, MN	Feist, Anne ISD 2168, Ellendale	Hansen, Debbie Chapel Hill Academy Chanhassen	Lee, Linda ISD 271, Bloomington
Burriss, Susan ISD 911, Cambridge	Finger Blair, Cheryl Eden Prairie	Hayden, Renee ISD 777, Benson	Maanum, Carolyn ISD 777, Benson
Burtness, Jeanmarie Z. Champlin Park H.S. Coon Rapids	Finsness, Lisa ISD 279, Osseo	Hayes, Sandy Becker	Madsen, Brad Dawson-Boyd Public Schools
Byrne, Lorelli ISD 11, Champlin	Flansburg, Nathan Anoka	Hinck, Judith K. Gethsemane Lutheran School Minneapolis	Mansour, Heather Minnetonka
Cherry, Troy TIES, St. Paul	Fuchs, Jennifer ISD 276, Minnetonka	Hoffman, Mary Alice ISD 777, Benson	Mathison, Lora ISD 318, Grand Rapids
Clark, Kevin Perpich Center for Arts Educ. Golden Valley	Gartrell, Julie M. Concordia University St. Paul	Jacobson, Karen MRVED, Montevideo	McCarthy, Amanda ISD 271, Bloomington
Cole, Victor B. Metropolitan State Univ. Minneapolis	Gilberstadt, David St. Paul		McClung, Don ISD 279, Osseo
			Mehsikomer, Mary MN Dept. of Education Roseville



**Membership Form**

Name (first, last, middle initial): \_\_\_\_\_

Position/Title: \_\_\_\_\_

School Affiliation (*please include ISD# whenever possible*):  
\_\_\_\_\_

Mailing Address (*circle one*): Work Home  
\_\_\_\_\_

Work Phone ( ) \_\_\_\_\_ Home Phone ( ) \_\_\_\_\_

FAX: (*circle one*) Work Home  
( ) \_\_\_\_\_

E-mail: \_\_\_\_\_

**Position (check one):**

- Director of Curriculum or Instruction
  - District-Level Administrator or Specialist
  - Principal, Assistant, or Associate
  - Superintendent, Assistant, or Associate
  - Other \_\_\_\_\_
  - Supervisor
  - Full-Time Student
  - Professor, Dean or other University
  - Teacher
- New Member    Renewal

Are you currently a member of our parent organization, International ASCD?  
 yes    no

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If you chose student or retired, please enter the name of your school or former employer: \_\_\_\_\_

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**Please mail complete application with a check payable to Minnesota ASCD to:**  
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Edina, MN 55436

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One key feature of a membership in Minnesota ASCD is the unique opportunity it provides to educators in all career tracks to network with each other, share important ideas and information, and gain insights into the latest developments in educational initiatives designed for curriculum and instruction.

Thanks for your own membership, and many thanks for encouraging others to join!

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# Welcome to Our New Minnesota ASCD Members

[continued from page 10]

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Mock, Ann L.  
Buffalo

Murphy, Patricia A.  
Arden Hills

Norell, Karen  
ISD 2190, Granite Falls

Ostrom, Cheryl K.  
Brooklyn Park

Parker, Dr. Nadya E.  
Metropolitan State Univ.  
Minneapolis

Pederson, Chad  
Montevideo Public Schools

Phillips, Patricia  
Minneapolis

Postma, Michael  
ISD 276, Minnetonka

Pyle, Gretchen  
St. Mary's University  
Minneapolis

Rozak, Sarah  
ISD 11, Champlin

Salas, Catalina  
Minneapolis

Sanders, Mary  
Montevideo Public Schools

Sather, Amy  
ISD 777, Benson

Sbrocco, Renee  
ISD 271, Bloomington

Schara, DeWitt  
Ellis Middle School  
Austin

Schwartz, Toni  
ISD 270, Hopkins

Schwimmer, Janna Lee  
University of Minnesota  
St. Paul

Scruggs, Rena  
NWSC, Thief River Falls

Schwinghammer, Diane  
Southeast Service Coop.  
Rochester

Sellers Stafford, Faria  
Minnesota Department of  
Education  
Roseville

Shin, Barbara  
Minneapolis

Soreson, Yvonne  
Montevideo Public Schools

Stenden, Kipp  
ISD 2853  
Madison, MN

Sticka-Jacobs, Christina  
River Bend Education Dist.  
New Ulm

Strand, Char  
ISD 2853, Madison, MN

Stueck, Monica  
Montevideo Public Schools

Tostenson, Renae  
ISD 2853  
Madison, MN

Ubl, Jessica  
Urban Academy Charter  
School, St. Paul

Wilkening, Anne  
ISD 2853, Madison, MN

Worden, Catalina  
ISD 378, Dawson

Wynne, Helen  
Twin Cities Academy  
High School  
St. Paul

Yarnes, Andrea  
ISD 270, Hopkins

Young, Nichole L.  
Harris



Lori Sandvig, Executive Secretary  
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