

A man in a grey suit and patterned tie is leaning over a desk, smiling and looking at a student's work. Several other students are seated at the desk, some looking at their papers. The background shows a map on the wall.

THE UTAH SPECIAL EDUCATOR

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Leadership: A Catalyst For Change

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The purpose of *The Utah Special Educator* is to serve as a medium for the dissemination of information related to promising practices and other dimensions in the provision of a Comprehensive System of Personnel Development.

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Call For Articles

We would like to invite you to write an article for *The Utah Special Educator*. The Utah Special Educator for 2002-2003 will focus on issues facing educators involved in providing services to students with disabilities. The theme this year will be Recruitment and Retention. Articles should focus on the monthly topics below.

MONTH • MONTHLY TOPICAL FOCUS • ARTICLE DUE DATES

September • Leadership: A Catalyst for Change • August 9, 2002

November • Valuing Paraprofessionals • September 27, 2002

December • Fostering Personal Professional Growth • November 8, 2002

February • Mentoring: Relationships to Grow On • January 3, 2003

March • English Language Learners & Special Education • February 21, 2003

May • Recognizing and Honoring Excellence • April 4, 2003

The editors are available for consultation or assistance as needed to complete your submission. Contact either Cheryl Hostetter cherylh@ulrc.org or Michael Herbert michaelh@ulrc.org. Phone numbers for both are 800-662-6624 or 801-272-3431.

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The Utah Special Educator is a symbol of the leadership of Dr. R. Elwood Pace whose vision made the Consortium, the ULRC and this journal possible.

Leadership!

It's About Me and You
and the Choices We Make

From The Editor.....

When an (organization) prizes those who are heroically overworked in stress-filled jobs, a siren song whispers to everyone else in the organization:

Make your job difficult
stretch yourself thin,
stress yourself out
and eventually you, too,
may be honored with (administrative) approval.

- If you desire the blessing of the (Higher Powers):
work longer hours (than is sensible);
take on more responsibility (than is responsible);
make your job harder (than is reasonable).
- Do this, and your sacrifices will be celebrated
and your worth confirmed.

This cultural seduction plays into the old illusion that if we just work hard enough, and if we just work long enough...

we will finally be found valuable...
finally be found loveable...
and finally find security.

Instead, what the seduction delivers—if we buy into it—is a workplace where the quality of life is continually eroded by contrived travail. Wouldn't a more promising choice be to turn your back on the overwork-as-an-end-in-itself game?

And, instead, enlist the hidden genius within you and develop the skills to play like a champion? (Gordon MacKenzie, *Orbiting The Giant Hairball*)

I have been so fortunate throughout my professional life to be surrounded and supervised by exceptional people who are masters at the art of leadership! Because of this I have been able to be creative and productive beyond my wildest dreams. I know that not all of you are as fortunate, and you are probably thinking I am just saying that because this edition is about leadership— but, Au, Contraire! I have worked with the best—John Bone, Craig Pace, Kathy Hughes, Steve Kukic and all of the gang at the ULRC. Each has encouraged, supported and given me the space to recognize the possibilities within me—to think and play like a champion.

I came upon a thought in a book entitled *The Tao of Leadership* by John Heider. It speaks to the leadership skills

that each of our administrators (at any level) should hold and emulate. I know those with whom I came in contact strived to keep these questions in the forefront as they moved throughout their day:

- Can you mediate emotional issues without taking sides or picking favorites?
- Can you breathe freely and remain relaxed even in the presence of passionate fears and desires?
- Can you be gentle with all factions and lead the group without dominating?
- Can you remain open and receptive, no matter what issues arise?
- Can you know what is emerging, yet keep your peace while others discover for themselves?
 - Learn to lead in a nourishing manner.
 - Learn to lead without being possessive.
 - Learn to be helpful without taking the credit.
 - Learn to lead without coercion.

The Utah Personnel Development Center has been busy this summer providing trainings throughout the state. It is increasingly evident that the morale in education is at an all-time low. We are also continually being asked (no, told) to do more with less and make sure those test scores are high! As Dr. Phil would say, "And how is that working for you?" Now, whatever happened to "It's all about the kids?"

As we contemplated the emphasis of *The Utah Special Educator*, we decided that recruitment and retention should be the topic of discussion for the year. This edition will focus on leadership. We feel strongly that good leadership (at any level) is the cornerstone to a successful organization. Several names were suggested to us. We have printed the thoughts of some of the recognized leaders in our state. We look forward to your continued readership. Enjoy! ■



"Make the proactive choice to create a deep and meaningful relationship with nature, people, and principles. When you feel challenged or you begin to feel overwhelmed, discouraged, anxious, road-blocked, or out of balance in any arena of life, reconnect with the ever-present reminders of change, changelessness, and choice that are all around you. Be truly open. Seek wisdom. Ask the hard questions. Ponder deeply.

The answers will come. And in carrying them out, you will become a more effective leader in all arenas of your life."

That's "the nature of leadership!" —*The Nature of Leadership*, Covey, Merrill, Jones



Cheryl Hostetter,
Editor
Michael Herbert,
Co-Editor



Welcome back. The apprehension and anxiety that goes with the beginning of a new school year is always accompanied by the excitement and high expectations that we have for our students and ourselves. Come February we educators may be thinking about merely **surviving**, but at the beginning of each new year we are dreaming about **thriving**.

The purpose of the Total Life Course(TLC) articles is to support the dream that school and education is about flourishing, growing and prospering; not just passing, persisting or enduring. These articles will be concerned with what we can do to and for ourselves that

Do You Agree?

will champion our well being and encourage us to become the best we can be for the sake of our students, colleagues and profession.

This summer I was introduced to a book entitled *The Four Agreements* written by Don Miguel Ruiz. As with all sage advice, Ruiz's wisdom is so simple it deceives one into thinking it is too obvious to be that important. However I think it is not the simplicity that causes one to shy away from giving this idea one's time and attention, but the difficulty in putting it into action. Simply put, it's easy to understand, but hard to do.

It would appear in regard to school that we have come to be satisfied with mere understanding when in reality only our ability to **do** or put understanding into action can remedy problems. This doing, or better yet, **being** our understanding is the difficult part of the learning process, i.e., our education.

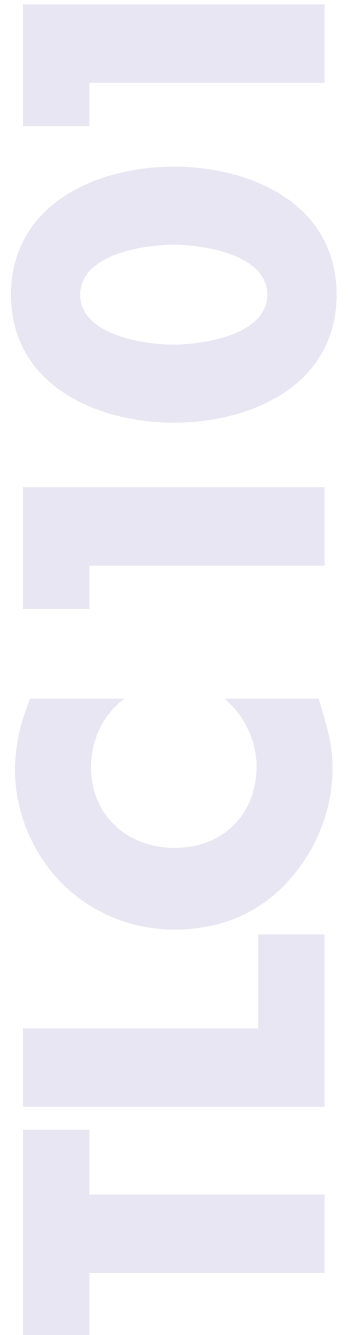
So I ask those of you who choose to continue reading this article not to pass over Ruiz's agreements without considering the transformation they could bring about if put into practice. Simple...yes. Easy...no. Necessary...absolutely.

Disclaimer: My attempts so far at keeping the following agreement with myself seem to me to have failed miserably. However, some of my friends say they have noticed a little less drivel coming from my direction. Also an encouraging word from the author, "It is possible. I did it and I am no better than you."

THE FIRST AGREEMENT

Be Impeccable with Your Word

The idea here is to genuinely understand the real power of our **word**. Our **word** can literally build up or destroy other people and ourselves. Our **word** is not merely conveyed in sounds but in any form we communicate. What do we do... smile or frown, wink or glare, listen or talk, attend or turn our back? A teacher's **word** can act as pure magic to a student. One of the top three requests by students of teachers is merely to "smile when you see me."





Positive

Being impeccable means being accurate. Being impeccable with our word means not being slanderous towards others or ourselves. It means not searching for whom to blame but looking for the impeccable word to communicate. When we are impeccable with our word we create confidence not guilt; hope, not despair; happiness, not anger in others and ourselves. If we really understand the power of this first agreement we would guard our word impeccably.

Ruiz mentions that if the brain is like a computer, negative words are like a computer virus and gossip (sometimes referred to as babble, chatter or dribble) is the worst kind of virus. When the virus takes over an individual or a school, both stop functioning as they would like and sometimes shut down altogether. These viruses can get started because, as the old saying goes, "misery loves company." However; so do joy and happiness. Is it possible to build companionships around the impeccability of our words instead of gossip and therefore help to create happiness

and truth instead of misery and false opinion? I'd sure like to think so.

Our negative words not only have the power to destroy others but they can destroy us. So, to put this agreement into practice we must first begin with ourselves. In order to be impeccable with our word we must first use empathetic, kindhearted words with ourselves. This takes real awareness and commitment to notice when a virus has taken over and to insert the "Impeccable Word" disc to destroy the virus and make ourselves healthy again.

Simple concept, words are powerful and create our perception of reality. Positive, accurate words create a positive, healthy and accurate view of the world. Gossip and negative words create a negative, diseased and inaccurate view of the world. All that's left is to speak with integrity and not put ourselves or others down. Good luck to all of us! ■

Small Steps In Leadership

Many of us remember vividly the evening of July 20, 1969. Millions of people around the world watched anxiously as Neil Armstrong descended the final ladder rungs of the lunar module Eagle. After a brief pause, Armstrong dropped to the surface of the moon and declared, “*That’s one small step for man, one giant leap for mankind.*”

The flight of Apollo 11 and man’s first walk on the moon was the fulfillment of our nation’s commitment to place man on the moon by 1970. When the goal was first established it seemed to be an almost impossible dream. The road to success was fraught with tragedy and challenge; yet it yielded great discovery and accomplishment. Thousands of people were engaged in developing ideas, equipment, and procedures that revolutionized our world. People with diverse talents and expertise came together to solve problems. Many of the technological advances we see today are fruits of that era.

We may ask ourselves, “What are some of the ‘giant leaps’ that have been achieved for students with disabilities?” Certainly, as we look at levels of access that students with disabilities have to education, we have made “giant leaps” over the past three decades. In many cases, children with disabilities historically had little access to schools. In today’s society we find greater opportunities for learning and social interaction. A major theme that runs through the new **No Child Left Behind** legislation and is reflected in the President’s Commission on Excellence in Special Education report is a greater focus on student learning outcomes.¹ At a recent meeting with the U.S. Department of Education Office of Special Education Programs, Robert Pasternack, Assistant Secretary for Special Education and Rehabilitative Services at the U.S. Department of Education declared, “*Our fight used to be one of access — getting our kids in the doors. Now that we’re in the door, we need to fight for excellent education.*”²

What are some of the lessons that education might glean from NASA’s mission to take man to the moon? Here are a few: the importance of defining clear direction, building on what works, establishing quality relationships, and making changes when something needs to be fixed.

Clear Direction

Recently I had the chance to drive up the canyon with my family at 4:00 A.M. to watch a spectacular meteor shower. The view from the



darkness of the canyon was dramatically different from that of the valley where the lights from homes and businesses limited our ability to see the brightness of the shooting stars. Sometimes, as professionals, we need to step back from our daily routines to assess our work from a different perspective. We realize that not every blip on our radar screen receives the same priority of our attention.

Perhaps you may know an administrator similar to one described here. *A number of years ago a dedicated principal was working to help students succeed. She requested staff and community input as to what aspects of the school needed improvement. Many parents and teachers responded with specific concerns. The input was compiled and TWELVE major goals were presented to the staff for implementation! As you can imagine, both the staff and the administrator were frustrated with their inability to accomplish significant improvement in any area; it was too much! Together, the principal, staff, and*



Karl Wilson, Director, Students at Risk • Utah State Office of Education

parents revisited their input and goals, discussed priorities, and narrowed their efforts to **two** key areas. The school and community committed to working together on those two major goals. Both the teachers and the community got excited about the targeted efforts that led to greater student achievement.

Build on What Works

We live in an age when great amounts of information are available to help teachers determine the effectiveness of their instructional efforts. Data is available on how individual students are learning, what are class trends, and patterns of overall school achievement. In addition, schools can disaggregate data to see how well diverse populations are achieving. As we evaluate program effectiveness, we need to identify the best practices that lead to student success.

As teachers were gearing up for a new school year, one grade-level team met to review the End-of-Year Core Curriculum Test results from the previous spring. In their review they discovered that most students in their grade level the previous year (except in one class) had struggled with a certain math concept. The discussion among the teachers quickly focused on how the one teacher had successfully taught that math concept. What had she done that made such a difference? Ideas were shared and plans were made to enhance how that math concept would be taught more effectively during the new school year. This effort led to greater teacher satisfaction and higher student achievement.

A word of caution — with the increased call for school accountability, more and more emphasis is placed on assessment. We need to remember that standardized achievement test results are only one perspective in evaluating progress. Other assessments and relevant data will help to paint a more complete picture of instructional effectiveness.

Establish Quality Relationships

Perhaps you may have seen the cartoon that came out a while back that illustrated workmen building a bridge over a wide river. People on both sides of the river decided that a new bridge was needed and that each would start from their edge of the river and meet in the middle. Unfortunately, however, there was very little communication between

the two construction crews. When they got to the middle of the river, the ends of the bridge did not meet. The two teams had failed to share information or make needed adjustments along the way. Imagine what the outcome of the NASA projects would have been if the team responsible for developing the computer systems didn't meet regularly with those in charge of propulsion, life support, etc? How are we doing? Are we building open communication and working relationships with students, parents, teachers, and administrators?

Make Changes Where Needed

The information we gather through assessment must appropriately influence instructional decisions and planning. Someone once said that it is naive to continue to do the same things and to expect different results. *A parent of a student with a specific learning disability expressed frustration that her son was falling further and further behind in his reading ability. Her greatest concern, however, was that it appeared that his individual learning strengths and needs, as identified by the resource teacher, weren't influencing how instruction was provided in the regular classroom setting. Her son became discouraged and started acting out in class. The resource teacher and mother requested a meeting with the regular classroom teacher in which specific instructional strategies were presented that would better address the student's needs. Up to this point, the regular classroom teacher had not been aware of the boy's unique learning needs. She expressed willingness to try new ways to enhance his learning opportunities. Soon the student felt greater success and the behavior problems subsided.*

In the reauthorization of IDEA we anticipate a much greater emphasis on student outcomes. Together, we must help prepare students with disabilities to successfully meet the challenges of their future. As we define clear direction, build on what works, establish quality relationships, and make needed changes in what we do, we will take the small steps that become the "giant leaps" in providing excellent education for all students, especially those with disabilities. ■

¹ Major Recommendation 1, *A NEW ERA: Revitalizing Special Education for Children and their Families*, 2002

² Robert Pasternack, OSEP Leadership Conference, July 2002



Introduction

How can some people keep smiling and thriving through a career of confronting the tough to teach and the tough to lead? It's simple, of course. All you have to be is a highly effective, tragic optimist who understands that the situation is hopeless, but not serious! WHATEVER! This article presents many reasonable ideas designed to protect the protector, to help you "surthrive." Face it, you can't foster resiliency unless you have it!

A third constant mentioned by Covey and his colleagues is choice. Have you been in a position where you felt you had no choice? If you are like most of us, this has happened only about once a week!

Covey, et al. cite the profound work of Victor Frankl (1984), the Viennese psychiatrist who taught the world that you always have a choice, the choice of what attitude you will have about what is happening to you. In that sense, you always have a choice.

Principle Centered Surthrival Skills: How To Juggle Without Losing Your Balance!

Steve Kukic, Vice President for Professional Services • Sopris West Educational Services



The Three Constants

Covey, Merrill, and Jones (1998) studied nature as a system to determine characteristics applicable to life in organizations. They identified three constants that symbolize the challenge and the hope of working in our schools.

The first constant is change. All readers would agree that change is a constant. Well, all would agree that as long as the change

does not impact us, change can be a constant for others! Few times have presented such huge changes in life and education.

The events of September 11 of last year will forever change our view of ourselves and others. We are not invincible. We are fragile members of the human community.

Related to education, not only did President Bush use the rhetoric that no child would be left behind, he used this idea as the basis of the recently passed reauthorization of the Elementary and Secondary Education Act. And, he supported Reid Lyon and others and agreed to mandate the use of scientifically based innovations with children and youth.

Now, the action begins with the reauthorization of the Individuals with Disabilities Education Act. LD will be a major emphasis. The IQ Achievement discrepancy will probably be replaced with a much more functional and relevant model that emphasizes the resistance the student has to effective instruction.

How do you deal with this ever-changing landscape? Covey, et al. suggests that the only defense is to live life with a foundation of never changing principles. This second constant allows one to have the courage to withstand the ever-changing world in which we live.

Think about the implications of that last thought. Educating students with special needs is a very difficult proposition. Not only are the children a challenge. The amount of paperwork, the frequency and length of meetings, the constant battle to convince our school colleagues that these students desire their attention; all of these factors make our work potentially overwhelming.

That the job is challenging is clear. That the job is overwhelming is a choice. Erma Bombeck once said the pain is inevitable, but misery is optional. We have the choice about the attitude we will embrace that day. We can choose to be happy. We can choose to grow. Events should not be allowed to have power over our feelings about our work.

Surthrival

In my quest to understand and internalize these ideas, I have created a word that describes the basic goal of living life to the fullest. Some are content if they get through a day without any major hassles or disappointments, if they survive the day. Others of us are pleased only when we grow from our experiences, when we thrive from the journey of a day. I call this fine art of growing no matter what situations and/or other people throw at you "surthrival." What follows are seven approaches to surthrive the day!

Live according to a set of principles. I have found Covey's *Seven Habits of Highly Effective People* (1989) is a very useful model. This model has implications for us and our students. Whatever the model, living the principles is the issue, not talking about them.

Keep working to keep your balance. Balance might be considered the key to resilience. Balancing the needs of yourself, friends and family, and the community and your profession is very difficult. Without a strong and growing spiritual center, one cannot have the energy to fight the battle for balance.

Be a tragic optimist. Victor Frankl (1984) suggested that tragedies are inevitable parts of life. The choice is attitude. Frankl chose optimism. This optimism led him to demand from himself a life of responsible action. In fact, Frankl discovered that freedom was a condition of his soul and could, therefore, never be taken from him, even by his Nazi captors. To be a tragic optimist reflects a life of surthrival



Be courageous. Brendtro and his colleagues have written several books centered on their “circle of courage.” This circle forms the foundation for effective services for children and youth with special needs. Based on Lakota Sioux spirituality, the circle begins with the need to make certain that every student feels a sense of belonging. From this sense of belonging, students have a chance to feel a sense of mastery, independence, and generosity that will allow them to be successful adults. These values apply to us caretakers as well. What are you doing to feel a sense of belonging, mastery, independence, and generosity at work? Our students need this sort of modeling so that they can become the courageous young people they must be to confront the challenges of their adult-hoods.

Live the 4 agreements. Ruiz (1997) described 4 agreements that, if followed, produce a complete and fulfilling life. The agreements are: Be impeccable with your word, Don’t take anything personally, Don’t make assumptions, Always do your best. Ruiz suggested that it is essential that one lives by his/her agreements with himself/herself and not be influenced by other people’s agreements with themselves.

Grow deep, not just tall. Karen Kaiser Clark (1984) wrote a wonderful book about life using as a metaphor an oak tree talking to her human friend throughout their lives. The oak tree uses the inevitable seasons of life to describe important lessons about living life to the fullest. The point is made that as we grow tall through life we must continually extend our roots to keep our foundation deep and substantial. The oak tree’s greatest lesson is: “Make the most of your moments and remember, change is not merely necessary for life. Life is change. Growth is optional. Choose wisely.”

Enjoy the passage of time. One of my favorite poets is James Taylor. He wrote a simple and profound poem (song) that explains survival perfectly. Here are the lyrics. Enjoy! ■

The Secret O’ Life—by James Taylor

*The secret o’ life is enjoying the passage of time.
Any fool can do it. There ain’t nothin’ to it.*

*Nobody knows how we got to the top of the hill. Since we’re on our way down,
we might as well enjoy the ride.*

*The secret o’ love is in opening up your heart. It’s okay to feel afraid. Don’t let
that stand in your way.’ Cause anyone knows that love is the only road. Since
we’re only here for a while, might as well show some style.
Give us a smile.*

*Isn’t it a lovely ride? Slidin’ down, glidin’ down. Try not to try too hard.
It’s just a lovely ride.*

*Now, the thing about time is that time isn’t really real.
It’s just your point of view. How does it feel for you?*

*Einstein said he could never understand it all.
Planets are spinning through space. Smile upon your face.
Welcome to the human race. Some kind of lovely ride.
I’ll be slidin’ down, I’ll be glidin’ down.*

*Try not to try too hard. It’s just a lovely ride. Isn’t it a lovely ride?
See me slidin’ down, glidin’ down. Try not to try too hard. It’s just a lovely ride.*

The secret o’ life is enjoying the passage of time.

Steve Kukic’s Collection—August 2002

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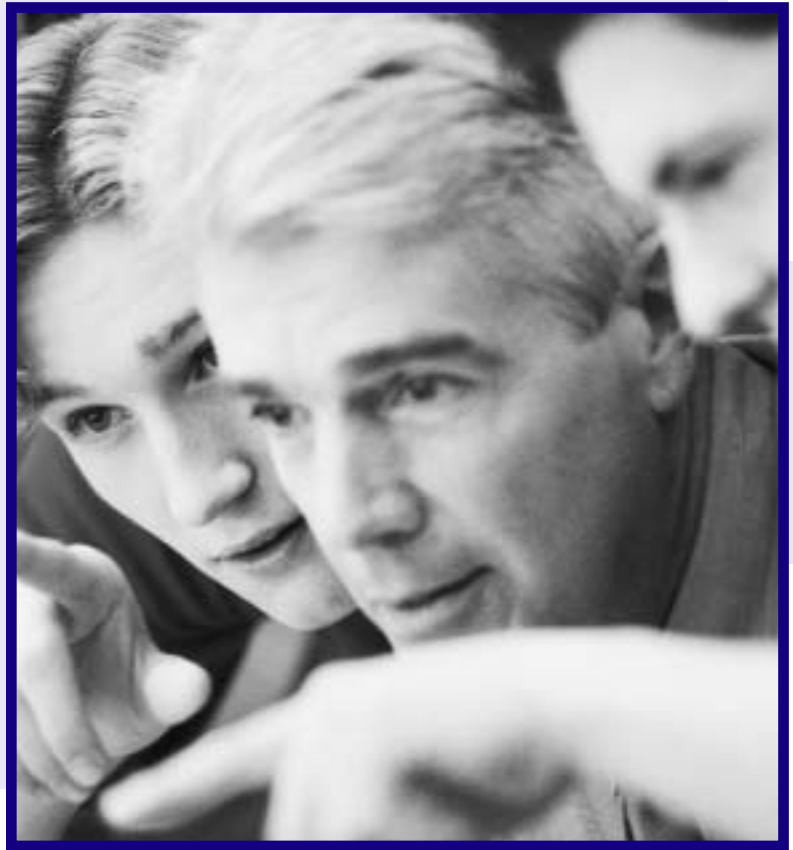
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CD's:

Van Morrison; Kurt Bestor; Sara McLachlan; The Eagles; Bonnie Raitt; Keb' Mo'; James Taylor; Bruce Hornsby; Diana Krall; Dave Matthews; The Beatles; Eric Clapton; Natalie Merchant; Jimi Hendrix.

Soundtracks:

O Brother Where Art Thou? and The Divine Secrets of the Ya Ya Sisterhood.



Introduction

Improved Educational Achievement. No Child Left Behind. Children Challenged to Learn. All of these are phrases educators hear tossed about on a daily basis. Yet the real impact of these terms will never be met if students are not given access to the one key element needed for success "highly qualified classroom teachers" and lots of them. According to the National Education Association, the United States is in the grip of one of the largest teacher shortages and districts continue to struggle to find educators, especially in the areas of Math, Science and Special Education (1). Given this information, it is important for districts and states to develop comprehensive recruitment strategies that will assist in providing children with the foundation for their learning experience — a competent and caring teacher.

Comprehensive Planning

Districts and states should take an extremely proactive and aggressive approach to recruitment of staff. One approach utilized by the State of Kansas and many of its districts blends a mixture of research data and forecasting, cutting edge technology, and traditional recruitment approaches. These combined result in a comprehensive recruitment approach that has played a role in filling vacancies and providing districts with more choices in hiring and applicant pools. Below is a breakdown of how each of these factors plays a role in the overall recruitment process.

Research Data and Forecasting

Any groundwork laid in the recruitment battle begins with a good foundation in data collection that is proactively used. For example, how many districts can forecast how many Speech and Language Pathologist or Behavior Disorder teachers will be needed next year? How about three

Recruitment for the Future

Exceptional Educators For All Children

.....

Dale Brown, MBA, Director, Kansas Recruitment and Retention Program and consultant for the Mountain Plains Regional Resource Center

years from today? How many states can actively predict how many graduates will be coming into the field with spring graduation? How about the number of educators three years from now that will be in the pipeline. Also, how many retirements, transfers, and resignations (attrition) are forecast at both district and statewide levels in terms of total numbers and specific endorsement levels? These are all numbers that both districts and states should strive to identify.

“In Kansas, we have taken the approach that we should know up to three years from now approximately how many professionals we will have coming out of the pipeline in any given teaching field and be able to blend that with what districts expect to need,” said Dr. Ted Gray, Outreach Coordinator for the Kansas Recruitment and Retention Program. “Therefore, I know if we are forecasting 250 special educators coming out of the pipeline but know that the districts will need 400 (special education teachers), then our program will need to work to find 150 more of these teachers within that three year time frame. It really helps us quantify what we are trying to do in recruitment.” Kansas, like many states, uses technology to assist in this research and data collection. Through the Kansas Educational Employment Board’s (KEEB - kansasteachingjobs.com) Personal Registration System (PRS) all college undergraduate and graduate level students in the state are placed into the system and may then be used in forecasting research and supply and demand studies.

Technology

What is there not to like about the use of technology in recruitment, especially the Internet? One of the most visible ways that the internet has played a role in increased mobility and communication of positions is recruitment via the net. This approach has allowed districts and states to branch out recruitment operations and attract a wider pool of applicants. Along this vein, one-stop recruitment sites appear to have the most impact when striving to recruit a large number of specialized professionals such as educators. In Kansas, the KEEB placed over 1900 educators statewide in areas ranging from regular education and special education to administration. The site also includes an online application feature that processed over 20,000 applications, as well as a National Job Fair Finder Directory that was viewed in excess of 1 million times. The KEEB site also features specialized e-marketing via the Personal

Registration System. Candidates using this feature submit and enter basic information about themselves and in turn receive new job postings via email that match their qualifications. Additionally, candidates receive customized marketing communications ranging from welcome letters from the State Legislature, to information on certification, to upcoming recruitment events and topics.

Traditional Recruitment

Technology aside, traditional recruitment measures continue to be a force in staffing schools for the future. The methods include job fairs, human resource and district personnel officers, marketing brochures and packets, district recruitment days, newspaper advertisements, recruitment booths at national conventions, and active recruitment of preservice students for classroom experiences. Of course vision and leadership by districts will continue to play a pivotal role in the recruitment process.

Mary Urich, Director of the Arizona Center for Professions in Education, a statewide recruitment program sponsored by the Arizona Department of Education and the Mountain Plains Regional Resource Center, agreed that leadership, vision, and planning are needed for schools to staff effectively. “For districts to staff effectively they need to examine and critique their marketing practices, how they are advertising their vacancies, examine and critique their interview and hiring process, observe what is their mentoring and induction process, what is their practice for professional learning/development, and how do they reward their educators and school personnel. It has to be ongoing, continuously monitored, and above all interact with the customer base that is future teachers.”

Summary

Placing a quality educator in every classroom should not only be the goal of educational systems, but the reality that occurs with each new hire. Districts and states working in partnership, blending technology and traditional recruitment measures with strong leadership can help make educational catch phrases mean more than words.

(1) National Education Association www.nea.org ■



Leadership

Retention-Recruitment

Sharon Neyme, Career & Professional Development Coordinator • The Utah SIGNAL Project

Several years ago, Sydnee Dickson, a colleague in Granite District wrote an article for the district newsletter in which she stated that teaching was the only profession where “we eat our young.” Although she received a lot of flak across the board for those comments, I believe she was right on. At that time I was principal at a junior high and had just lost another young, enthusiastic teacher (this one in math) because of a stodgy department that responded to her creativity and popularity with hostility. It made me think about what I could do as a principal to address recruitment and retention at the school level.

Junior highs traditionally have a higher faculty turnover than high schools or elementaries. And in critical areas such as science, math and special education the shortage of qualified applicants is particularly acute. Finding and keeping skilled teachers at a tough junior high was a major part of my job description. So what can a principal do to impact a new teacher’s decision to stay in the profession or at a particular school? Several things come to mind.

1. Don’t leave a new teacher’s well-being to chance. Many districts are now setting up solid mentoring programs, but it is the day-to-day experience of the new teacher in the context of his or her school that will ultimately force the decision to stay or leave for the new recruit.
2. Foster a community of learners. By helping faculty recognize that everyone is a learner, then providing opportunities for staff to learn new skills together, the administrator helps establish a culture of acceptance and support.
3. Provide opportunities for new teachers to feel special and wanted. I was fortunate in having a terrific school counselor who helped organize monthly breakfasts for new faculty members to socialize and discuss their problems, successes and progress.
4. Provide opportunities for old and new faculty to engage in team, departmental, schoolwide and community planning. Many new teachers are now entering the profession through alternative certification paths, after varied life experiences. They can shed valuable light onto school and community issues. And educators who are more invested in their school communities are more likely to stay.
5. Remember to recognize and appreciate senior faculty as well as new recruits. Senior members of a staff where each person feels valued and appreciated are more likely to offer support to new colleagues.
6. All teachers appreciate professional growth opportunities. Principals who not only encourage, but fund faculty participation in local, state, regional and national conferences help teachers take pride in their professionalism and personal growth.

6. For new special education teachers, recruitment and retention require additional attention. Inclusion is as critical for special education teachers as it is for special education students. In too many schools special education teachers are still viewed as somehow less qualified than, or separated from, their regular education counterparts. Principals need to take the lead in recognizing each member of the staff for their contribution to the school community as a whole. Now, more than ever, all has to mean *all, all* educators working together to improve outcomes for *all* students.

These suggestions may seem simplistic, but in the hectic world of today’s building principal, time taken to proactively address teacher retention can pay big dividends. The following books, available from Corwin Press, provide additional ideas for principals who wish to improve new teacher retention. *Bringing out the best in teachers: What effective principals do* (2nd edition), Joseph Blasé and Peggy Kirby; *Empowering teachers: What successful principals do* (2nd edition), Joseph Blasé and Jo Blasé; *From first year to first rate: Principals guiding beginning teachers* (2nd edition), Barbara Brock and Marilyn Grady. ■





Leadership...Support...Service

Those in leadership positions sometimes say, at least to themselves, “I never knew what happiness was until I got this position – then it was too late.” There is often an impression when someone is the ‘boss’ that they can do anything they choose. Most individuals in leadership positions soon find that they have more bosses and constraints to consider than ever before.

When thinking about leadership terms such as management, supervision, direction, regulation and control might come to mind. However, leadership usually depends more on support, communication, consistency, and cooperation. Leaders use these latter concepts to meet goals and achieve results that are of service to others. In addition to operation styles, leaders usually have specific knowledge and/or skills related to the services they provide.

Organizations as well as individuals can be leaders. Since 1896, the Utah Schools for the Deaf and the Blind (USDB) has had the goal of being of service to children who are sensory

impaired. Before 1972, knowledge and skills were concentrated at one location and mainly reflected by the first set of concepts listed earlier. Since 1972, and more especially since 1987, USDB has tried to use the second more successful set of leadership strategies by providing support, information, and service to children who are deaf/hard of hearing, blind/visually impaired or deafblind and their families throughout Utah as well as others who provide services.

Many cooperative arrangements with local school districts help provide a continuum of services for these three very low incident populations. The goals are to: (1) share scarce resources (2) teach communication skills (3) provide devices and materials that allow access to the core curricula (4) teach adaptive skills to all children who have reduced sensory acuities that interfere with normal development and academic success and (5) provide information and support to other professionals regarding education of the hearing and visually impaired.

Continued page 14

So, cooperation, goals, service, and knowledgeable staff should make USDB, as an organization, a leader and partner in public education. Right? Well, there is at least one thing more that is needed — consistency. The challenge is to help meet the needs of each sensory impaired child within environments found in each of Utah's 40 school districts in a consistent way.

The broad range of hearing or vision losses exhibited by students in the state means there may be a need to provide anything from sign language to speech training for the hearing impaired or anything from Braille to use of low vision for the visually impaired. And, we cannot forget that children with sensory losses also range from academically gifted to those who are severely physically and mentally disabled. The wide range of needs, due to the sensory loss, the geographic distribution and the fact that these are low incidence disabilities, makes providing free and appropriate services to these children very impractical for most local districts.

Since 1987, when the State Board of Education accepted USDB's Master Plan, USDB has attempted to become a resource to all districts. As needs for services have been made known by districts, USDB has attempted to be of help. However, each new request has been addressed in expedient, but sometimes inconsistent ways. USDB staff members have run hither and thither to meet requests serving some districts well and leaving others on their own. The result is that USDB's leadership role has become unclear and USDB's staff feels their work is like pushing Jell-O up hill — raising service levels in one area while having things slip down in other important areas.

Currently, USDB has initiated a process to clarify what services it can and should provide. First, the legal status of USDB was established and made clear by a ruling by the State Attorney General's Office. USDB is an education agency (not a school district) charged with the responsibility to provide education to deaf and blind children from birth through 21 years of age. An ad hoc committee of mostly parents and local directors of special education is now in the process of choosing services that would be of most

help to all districts and that will level the playing field so that a consistent set of services can be available, without regard to the district where the child resides.

When consensus is reached about USDB's role and the array of services needed from the agency, USDB will proceed to get approval for policy changes, if needed, and seek the resources necessary to fulfill its role and assignments. Hopefully, through continued cooperation, communication and service; parents, districts and taxpayers will support USDB's efforts to provide leadership in the education of children with hearing and/or vision losses.

All who are special educators have special knowledge and abilities and they exemplify cooperation and communication. New challenges are emerging from legislation about accountability and inclusion. These challenges call for strong and active leadership. "The problem with being a leader today is that you can't always tell if people are following you or chasing you." USDB hopes to meet the new challenges of leadership by being of service to special educators in Utah. ■

Leadership Leadership Leadership



Life as a Special Education Administrator is Like a Box of Chocolates

Leadership in special education: one of the most challenging, disappointing, crazy, exhilarating, exhausting, thought provoking, and yet rewarding jobs ever (sounds rather manic)! What is lurking behind that next phone call? What will the question(s) be? Will they be rational (yeah I can deal with that)? Or outrageous (you've got to be kidding)? Is it a parent, a teacher, an administrator, a lawyer, an advocate, a principal, an expert? Are they happy, concerned, angry, really angry, really really angry, or have they lost it altogether? Get the picture?

So why would anyone want to take on such a role? That is a question I have heard my administrative colleagues across the state query over the years. Some of us actually self select into this field (we are definitely nuts). Pity the poor soul who is "placed" into the job by the higher ups in their district. Talk about the deer in the headlight phenom. Needless to say, save for a couple of exceptions to the rule, they are gone within a few short years (or less). Having more fun than they could have ever imagined possible, they move on to greener pastures.

So how does one survive and lead in this day and age? Well I can only speak from my perspective here in Park City. Amidst all the frenzy that encompasses special education, a solid foundation has developed from which we can comfortably operate. That foundation for Park City consists of a number of things. One piece is the local commitment to our students. This commitment extends across each school and department in the district, the parents and the community. Without this commitment, special education staff could begin to feel isolated. Segregating special education and isolating its programs and teachers would result in a less than positive experience for everyone involved. Providing for students with disabilities is challenging enough without having to fight within your own organization and community for provision of services.

The most critical part of the foundation is our teaching staff, para-educators and support staff. We hire the best and have very high expectations for them. Actually the employees themselves set their own high standards. I am constantly amazed at the time and effort all of these individuals make with one goal in mind: providing a positive, results oriented program for our students. What is even more astonishing is that they are able to do this within the confines of the dismal funding for students with disabilities in Utah. Understanding this about the staff here puts me in the frame of mind of wanting, in whatever way I can, to make their jobs as stress free as possible.

The last important piece of the foundation is the parents. It is absolutely essential that the parents be on board with the districts' services and personnel. While not always the case, the vast majority of parents support the efforts of the schools' special education programs. They know their students are receiving top notch programming and that their students are an intrigal part of the schools' communities. Parents have a right to be part of their child's educational team and also to feel that they are equal participants. They need to be heard and respected. I believe this to be the case here in Park City. My role is to listen and facilitate parent concerns when they arise.

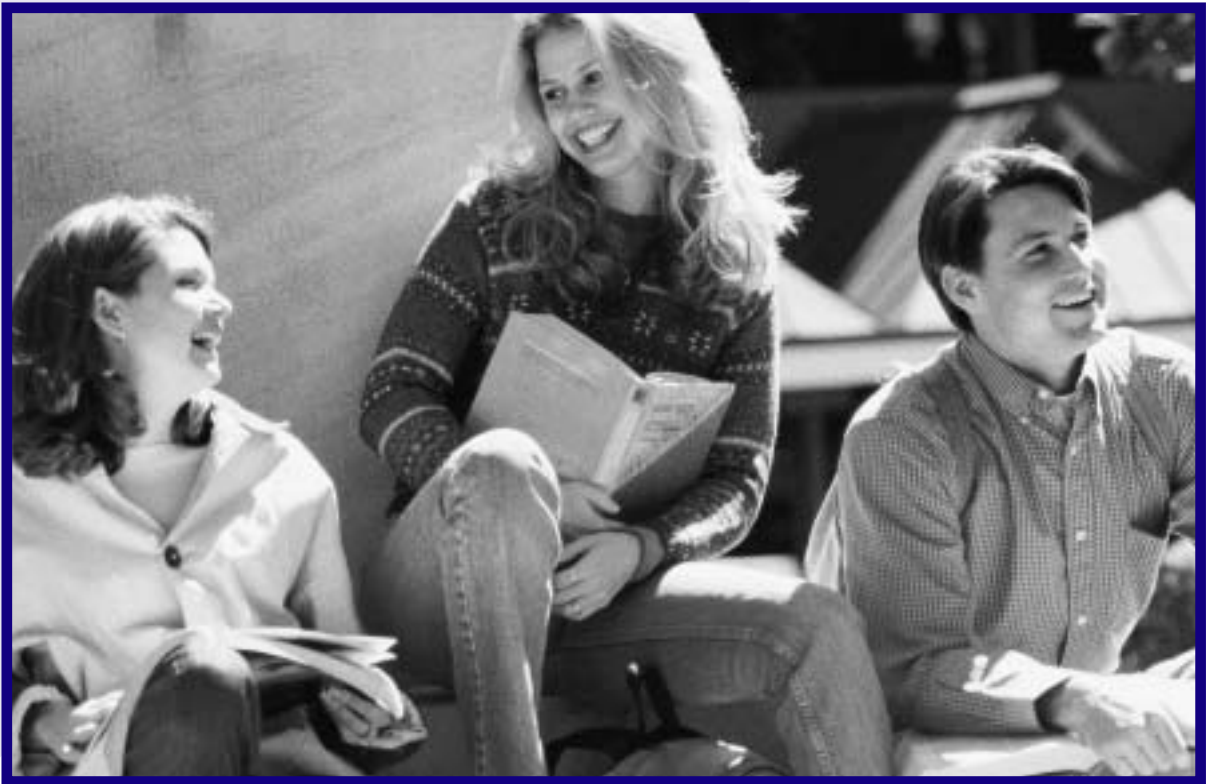


Most of my efforts go towards keeping the foundation as strong as possible. If any part of the foundation is weak then it can erode our goal of providing quality services to our students. District-wide I need to be the spokesperson for the programs we provide. I need to keep the school board, superintendent, administrators, supervisors, teachers, support personnel, parents and community members educated and informed about issues that affect the students in our district. The more individuals know and understand about special education, the better support and services our students will receive. If people don't understand what we are trying to achieve then we will come up against resistance and conflict. I should be listening and answering the questions that others are not comfortable answering. People in the district each have their jobs to do and I need to give them as much time as possible to focus on that and not have them burdened with all the special education sideshows that can develop.

Teachers who are hired in Park City understand our commitment to providing services to students in their neighborhood schools in the least restrictive environment. It is an extremely tough and stressful job and not for every special education teacher. Is our system perfect? Absolutely not, however the nature of special education in the public schools affords you the opportunity to continually evaluate what you are providing your students. Each year we are faced with difficult staffing and budget decisions and put in place what we think will meet the needs of our students. It takes just one student or situation to throw everything into total chaos. It is only through the dedication of the teachers and our commitment to work together that we are able to solve these problems. I can't come in and solve the problems for them. I can be part of a team and can assist the team on developing realistic, rational and legally sound solutions. I need to provide the necessary support to the teachers when they are faced with the legal challenges they so often encounter.

Being a special education director is an interesting vocation. You work with true professionals, meet really interesting people, and feel you are still making a difference in the lives of students. ■

SUPPORT FOR FACULTY AND STAFF



Several years ago I was working one-on-one with a special education student. We were reading together and she was not much interested in what I was to teach her. After some pretty good attempts to distract me, she finally said: “Walker, put a thock in it.” Of course I had a pretty good laugh and so did she. Later, another student came up to me and said: “Walker, sit down and shut up, I need to talk to you, now.” So of course I complied with her demand. After a little talk, she got up, gave me a hug and was on her way. As I have analyzed both situations over the years, I have determined that if you will just “put a sock in it, sit down and shut up,” you just might learn something. I have thought about this many times when I am in the thick of thin things and try to follow my own advice.



I am starting my sixth year as Director of Special Education in the Iron County School District. I find that it is crucial for me to develop a good rapport with the special education teachers, general

education teachers, support staff, and administration. I find that I spend a good deal of my time in the schools attending IEP Meetings, talking to educators or para professionals about many issues. If I cannot develop a good relationship with people, I am wasting my time.

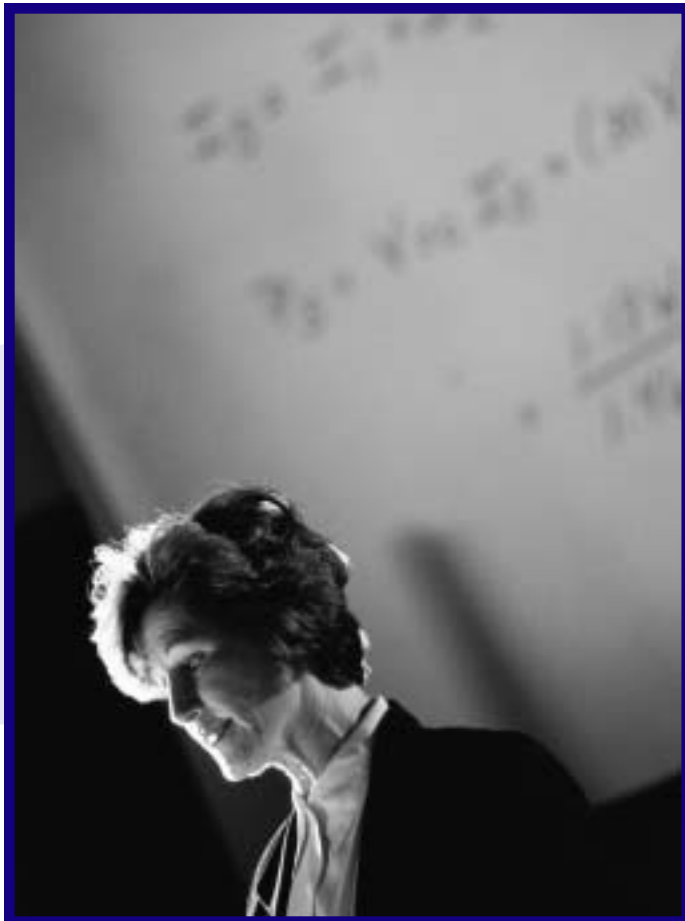
Some things I have learned over the years that have helped me with my work in building relationships:

- I have found that people don't care who you are or what your title is until they know that you are genuinely interested in them personally. I have learned to be a good listener. Most of the time I have found that listening and then reflecting back to a person allows them the opportunity to solve their own problems.
- Allowing people the opportunity for input before decisions are made always makes them feel better about what is happening.
- If the horse you are riding has died, it is best to dismount. It is much easier to find a new mount than to beat the dead horse. Banging your head against the wall uses up only 150 calories per hour.

Tom Walker, Special Education Director • Iron County School District

Look for the next right answer.

- Try to find some good in every situation. If someone gives you a lemon, you can always make lemonade.
- Look for the good in people. Find the things they do well and give positive feedback early and often.
- Humor is a great healer. It is important to find humor in everything you do.
- Be a prankster. I love to play practical jokes on others, it seems to lessen the tension and make relationships stronger. I am always looking for a new practical joke. If you have one, please email it to me.
- Be spontaneous. Just pop in on people without announcing your visit. At first it might make them a little nervous, but it won't take long for them to feel comfortable about your visits.
- Don't wear a catcher's mitt on both hands; you need to be able to throw something back.
- Make sure that if you go to visit someone and they are not there, you leave your calling card. I like to turn over their chairs, mess up their desk, leave them a sick note or something so they know I've been there. At first they might wonder who is was, but soon they will know.



One of the best opportunities I have had for team building among the special education staff is called the Staff Development Team (SDT). The team meets monthly for lunch. We have a representative from elementary resource, secondary resource, teachers of severely disabled students, related service providers, school psychologists, preschool and any other department who need to attend. We talk about inservice and training needs for the school year. We discuss problems in the district and beyond. We coordinate activities and identify resources to help with those activities. We make assignments for file reviews, mentoring, site visits and discuss the budget. We plan parties and socials, and ways to recognize our staff for the good work they are doing. The last two years we have scheduled a school bus for the Law Conference and have traveled together to attend. This seems to give everyone an opportunity to network and discuss issues in an informal setting. One time we even took a school bus to Lagoon during the summer for a fun day for special education teachers only.

I have found that I should not expect anyone to do anything I would not be willing to do myself. I have spent twenty years in the classroom teaching students with severe disabilities. I have done everything and seen it all. When someone starts to whine to me about how picked on they are, I just remind them that I have been there and can feel their pain. I then try to help them with their problem. If they know I have experienced the same situation, they seem to be able to endure their burdens much better.

Several years ago I was attending an inservice where I heard the speaker say something that I will never forget. He said, "If you always do what you have always done, you will always get what you've always got." I try to think about this when I am faced with a problem and seek to find another right answer or look at the problem in another way. I have found that there is always another answer if you look hard enough.

In conclusion, I remember when a second grade student came up to me and said, "You don't look too bad." I said, "What do you mean?" he said, "My mom told me you were the retarded teacher, I don't think you look too bad." So don't take things too seriously, things could always be worse. Look for the next right answer. ■

Recently, at a high school graduation, I encountered a student I taught in 8th grade history. She excitedly told me that she is planning to become a teacher, largely because of her admiration for a few teachers she'd had throughout the years. It was refreshing to hear her speak of her enthusiasm to make the kind of difference in students' lives that educators had made in hers. I found myself silently hoping that some of the harsh realities of teaching won't extinguish her dream to teach.

Another teacher cautioned that there should be no surprises regarding the evaluation process and she suggested that the principal make at least one informal visit to the classroom prior to a formal evaluation. She was impressed by a vice principal who left notes of appreciation in teachers' boxes after visiting their classrooms. A common complaint of novice teachers is that they don't receive enough feedback. Helping to focus on one thing they can improve, rather than overwhelming them with lists was a suggestion of a veteran teacher. It is helpful if the

Kindling the Dream to Teach: Leadership and the Support of New Teachers



Ginny Eggen • Utah Personnel Development Center

It is vital to our profession that we retain trained teachers. Depending upon the source, it is reported that nationally between 25% and 33% of new teachers will leave the profession in their first five years of teaching. For this issue of *The Utah Special Educator*, the focus is on the administrator's role in keeping teachers. According to a Southern Regional Education Board (SREB) study in North

Carolina, 63% of those who quit teaching said a lack of administrative support was a factor in the decision to leave. I interviewed several teachers throughout the state to gain their perspectives on how a principal impacts the job satisfaction of novice teachers. At their requests I have not included names so that they could speak honestly.

Certainly one of the factors that aids in the job satisfaction of teachers is support. In an ideal situation nurturing a new teacher will be seen as a collaborative effort. An administrator can be influential in creating a caring community where everyone is reminded to look out for the "rookie." One new teacher I interviewed suggested that a principal is like a master of ceremonies in creating a welcoming situation for new teachers. She was thrilled that her principal sent the custodian to her classroom to ensure she had all the desks and equipment she needed. Making sure that new teachers have the materials necessary to teach is critical. Principals are also a key factor in the success of a mentor program. It is helpful if principals regularly check in and give reminders to the mentor teachers in their buildings to be cognizant of their mentor roles.

Several teachers mentioned the fact that it is tough for new teachers to ask for help from an administrator because they don't want to be seen as incapable of handling their jobs. The fact that principals are involved in evaluating teachers makes requesting assistance awkward. One teacher remembered that he appreciated practical, task-oriented advice from his principal during the first few years. He found articles the principal gave him on such topics as preparing for Parent Teacher Conferences to be especially helpful. He also felt supported by the monthly breakfast meetings his principal had with the new teachers in his building.

principal conveys the message that new teachers are not expected to know everything, but they are valued for the energy and effort they bring to the school.

"A principal must not set up a new teacher to fail," noted an experienced educator. "It seems like they are often placed in impossible circumstances with minimal assistance or preparation." She recommended that novices be carefully placed and their schedules arranged so that they are in the most nurturing situations possible. Allowing new teachers to miss meetings and not take on extracurricular assignments was an additional suggestion.

Much has been written about the role principals have in creating the culture in a building. A teacher I spoke to suggested that any teacher will thrive when an atmosphere of collegiality and shared decision making is present. A principal who is able to inspire a shared vision with a faculty and organizes meetings in a way that seeks to engage everyone will help promote the desire to stay. Principals who value mentoring as a shared process of growth and make sure it is imbedded in the school help kindle or rekindle the dream to teach in every member of the faculty. ■



“FINDERS KEEPERS”



You've done it! You've completed your degree. Interviewed for several teaching positions, landed a job, and are preparing for your first day. Now what?

You've spent the last couple of years planning how you are going to run things when you're on your own. You've attended a million meetings and been told numerous rules both from special education staff and your principal. You have a magnificent future awaiting you.

The next few years are critical, both for you and the existing staff that are going to shape your skills. You were most likely recruited for your position and should feel highly respected. It is now the job of the supervisor and district to help prevent you from becoming one of the 50 percent who will leave the teaching profession discouraged, overwhelmed, and abandoned. What an awesome and often overwhelming job for the supervisor. How do we support new staff with limited time and resources and too many requests? Supervisors should be looking for new methods to use their skills more effectively with both new and returning staff. Based on information from Gayle Wilkinson in *Support for Individualizing Teacher Inductio*, fifty percent of the teachers teaching in 2000 will have been in the classroom seven years or less. The job of Supervisor becomes overwhelming because it never ends. What will help with recruiting qualified staff and then retaining them?

I have found that providing a solid training ground for student teachers to gain the skills they need helps recruit teachers. I will give students the opportunity to learn as much about Early Childhood Special Education while working in the classes or on home visits in Early Intervention. I encourage them to learn our system and want our existing staff to help train new student teachers. Often, these teachers will seek employment in our system after working in our classes.

I believe strongly in letting the University programs that are preparing our future teachers know the strengths and weaknesses of their students' skills.

It's important to network with other districts in your area and help each other out with referrals for staff. If you do someone a favor, it will usually come back to you.

What are qualities of programs that make teachers want to work in them?

- Competent existing staff that will provide mentoring and support to new staff.
- Well equipped rooms with adequate toys and curriculum.
- A program that is designed to help kids and parents succeed.
- Administrative support and more support!
- A preschool program that is part of the full array of services in your district. If your program is considered a full partner in Special Education, it will benefit from all the services and professional resources available in your existing system. It helps to go to systems already designed so you do not have to reinvent the services. If this is not an option in your area, call the Utah Personnel Development Center and ask for resources to help you.
- Provide inservice and training directly related to issues in your program. Ask your staff for suggestions and find resources to help them. Send staff to conferences if money exists.
- Have fun! Use food and rewards often.
- Recognize staff for creative ideas or projects used in their classes or with parents.
- Use mentor teachers or itinerant staff to support your newest team member. Train the mentors to work and share information with the new teacher.
- Have more fun and laugh out loud often!

Districts that want to be “Finders Keepers” of quality staff need to work hard at recruitment and retention. It is too difficult on existing families and children to be in a constant state of change. ■

Chris Giacoveli • Jordan Valley School

Picks of the Month

Book Review

Orbiting the Giant Hairball

By Gordon MacKenzie
Published in 1996 by Viking

According to Gordon MacKenzie, every organization is a hairball. Every time any organization tries to streamline policies, the result is more policies. When this happens, the hairball gets denser and the gravitational pull of the hairball gets more intense. If one is not careful, one will be pulled into the giant hairball and burn out. MacKenzie said that the only defense is to learn to orbit the giant hairball. He suggested that we stay attached to the mission of our organization and not to the bureaucracy.

This is a serious bit of fun. MacKenzie knows about organizational life. He speaks in a humorous voice to make significant points. The book has a layout that is unique and outrageous.

Get this book. You will understand the power of letting go and of being responsibly creative.

Owning Your Own Shadow

By Robert A. Johnson
Published in 1991 by HarperCollins

A disciple of Carl Jung, Johnson has written several books that discuss the complex principles of Jung's work in everyday language. In this book, Johnson uncovers the profound lesson that the best way to get respect for your opinion is to give respect for the opposing opinion. This short book provides a strategy for dealing with the conflicts encountered each day in our work with students and adults who are difficult to teach and reach.

As Johnson suggests, the world is neither black nor white, it is black AND white. We must learn to own our own shadows.

This book is a mindbender and it is worth reading again and again. ■



The Science (and Art) of Predicting Academic Achievement

A major focus of assessment in special education centers on the legal issue of who does or does not qualify as an individual with a disability, and therefore qualifies for special education services. School assessment teams sometimes agonize over assessment data where the student is obviously failing, but does not “appear” to qualify under state categorical criteria. Qualification issues ARE important, as all students who evidence learning difficulties do not have disabilities, and therefore do not qualify for special education services. Equally, and perhaps of greater importance, however, is the use of assessment data to drive and assist educators in making appropriate instructional decisions for students with disabilities.

Assessment; it's all about the children and youth we serve.

Federal and state laws and regulations mandate that all students with disabilities: 1) have access to the general curriculum, and 2) evidence progress (evidence benefit) in the general curriculum. Because all students with disabilities do not evidence the same pattern of strengths, weaknesses and functional limitations, all students with disabilities do not benefit from the same learning and teaching environments and strategies. Many students with disabilities do have adequate access, but fail to make meaningful progress in the general curriculum. This is not rocket science, and all regular and special education teachers are aware of these simple (and frustrating) truths. Some students with disabilities are not working to their potential, while others are performing commensurate with their potential. The purpose of this article is to outline how WJ III cognitive assessment data can be used to predict whether a student is working to potential in reading, mathematics, written language and oral language. Prediction scores can be analyzed, and realistic IEP goals and objectives can be set or adjusted to maximize the student's potential and performance in the general curriculum.

The most effective way to predict a student's academic performance for the immediate future (3-6 months) is to administer a selected set of cognitive tests, and compare these with selected achievement subtests from the WJ III. WJ III cognitive tests 1-7 (GIA standard) are most closely related (predictive) of performance in typical school-based tasks (reading, math, writing, oral language). Not all 7 cognitive



domains are highly correlated with all achievement areas at each age level. The Compuscore program sets the optimum combination of cognitive factors for each grade/year/month of norms, and adjusts the weighting of those basic psychological processes that are most closely correlated with each achievement area. Long-Term Retrieval, for example, is significantly important only through age seven in reading. The following chart (figure 1) illustrates the four basic psychological processes most important in the learning of basic reading skills.

Continued page 22



Michael Herbert, Utah Personnel Development Center

FIGURE 1

PREDICTED ACHIEVEMENT: BASIC READING SKILLS (based on age norm weighting of cognitive tests 1-7)		
Processing domains listed in order of importance from most to least at each age		
7 years	9-10 years	14 years
Processing Speed	Processing Speed	Comprehension-Knowledge
Comprehension-Knowledge	Comprehension-Knowledge	Processing Speed
Long-Term Retrieval	Fluid Reasoning	Fluid Reasoning
Short-Term Memory	Short-Term Memory	Short-Term Memory

there are significant discrepancies suggest that the student is cognitively capable of meaningful growth, and the highest expectations for growth are expected. Lack of predicted/actual discrepancy suggests that the student is working to cognitive potential in that achievement area, and little growth would be expected.

7. Consider adjusting objectives and/or expectations for growth in the near term, based on the predicted discrepancies

What might a significant discrepancy mean?

A significant predicted achievement/achievement discrepancy suggests a degree of unexpected low performance. Students with specific learning disabilities MAY NOT evidence predicted achievement/achievement discrepancies. Significant discrepancies imply that the referring academic problem (poor reading, etc.) is most likely NOT due to a disorder in any basic psychological process (specific learning disability) related to that achievement area. This suggests that the unexpected poor performance may be due to other inhibiting factors such as lack of appropriate instruction, inconsistent attendance, economic disadvantage, lack of motivation or persistence, or other environmental or psychological factors.

How to use the Predicted Achievement/Achievement Discrepancy option:

1. Administer cognitive tests 1-7 (GIA Standard)
2. Administer selected achievement tests (see figure 2)
3. Enter data into the Compuscore or Report Writer software
4. Re-set “Ability/Achievement Discrepancy Basis” setting on Compuscore or Report Writer (temporarily) to “Predicted Achievement” option (see figure 3), and score report.
5. Examine “Predicted Achievement/Achievement Discrepancy” standard scores on the printout, and look for significant discrepancies. The “Actual” score is the achievement cluster score administered. The “Predicted” score represents the student’s potential to perform that academic task, based on an age/grade weighting of the cognitive tests required to perform that task. Discrepancies greater than -1.5 standard deviations (look at far right column) are considered significant, a minus discrepancy suggests that the student is not working to his cognitive potential in that achievement area. Approximately 7% of the school-age population would be expected to evidence a -1.5 sd. discrepancy. The greater the minus discrepancy, the greater the gap between potential and present level of achievement in the near term (3-6 months). Although not common, a positive discrepancy implies that the student is working above cognitive potential in that achievement area.
6. Compare the student’s IEP goals and objectives to the predicted discrepancy data. Achievement goal areas where

PREDICTED ACHIEVEMENT/ACHIEVEMENT MATRIX

ACHIEVEMENT AREA	ADMINISTER THESE ACHIEVEMENT TESTS	ADMINISTER THESE COGNITIVE TESTS
Basic Reading	1 Letter-Word Identification 13 Word Attack	*Administer these 7 cognitive tests to establish the PREDICTED score:
Reading Comprehension	9 Passage Comprehension 17 Reading Vocabulary	1 Verbal Comprehension (Comprehension-Knowledge)
Mathematics Calculation	5 Calculation 6 Math Fluency	2 Visual-Auditory Learning (Long-Term Retrieval)
Mathematics Reasoning	10 Applied Problems 18 Quantitative Concepts	3 Spatial Relations (Visual-Spatial Thinking)
Written Expression	8 Writing Fluency 11 Writing Samples	4 Sound Blending (Auditory Processing)
Written Expression (BWL cluster)	7 Spelling 8 Writing Fluency 11 Writing Samples	5 Concept Formation (Fluid Reasoning)
Oral Expression	3 Story Recall 14 Picture Vocabulary	6 Visual Matching (Processing Speed)
Listening Comprehension	4 Understanding Directions 15 Oral Comprehension	7 Numbers Reversed (Processing Speed)

FIGURE 2

CAUTION: Predicted scores are intended to examine if a student is performing commensurate to potential, given the individual pattern of cognitive strengths, weaknesses and functional limitations. The predicted achievement option is “psychometrically the best predictor of curricular performance in the near-term.” (2002, Riverside Publishing). The authors of the WJ III do NOT recommend the predicted achievement option to diagnose a specific learning disability. Interpret and use predicted scores with caution as estimates of expected performance in the short-term, not as predictors of student performance over the life-span.

**“The only source of knowledge is experience”
(A. Einstein)**

This is the seventh installment in an ongoing series of articles on the diagnosis, assessment and treatment (intervention) of learning problems in school age children

and youth. Past articles are available online at: <http://www.ulrc.org/specialeducator/collections.html> The opinions and observations expressed are those of the author, and do not necessarily align with or reflect those of the Utah State Office of Education (USOE) as delineated in the Special Education Rules (June 2000). All practitioners are encouraged to consult the USOE Special Education Rules for further legal information and guidelines. Readers with differing viewpoints or perspectives are encouraged to dialogue with the author, and submit rebuttals or articles to the *Utah Special Educator* to present their perspectives.

Training in the administration and interpretation of the WJ III is available to interested school districts and institutions of higher learning in Utah. Contact this author (michaelh@ulrc.org) at the Utah Professional Development Center (UPDC, formally the Utah Learning Resource Center, ULRC) for further information. ■

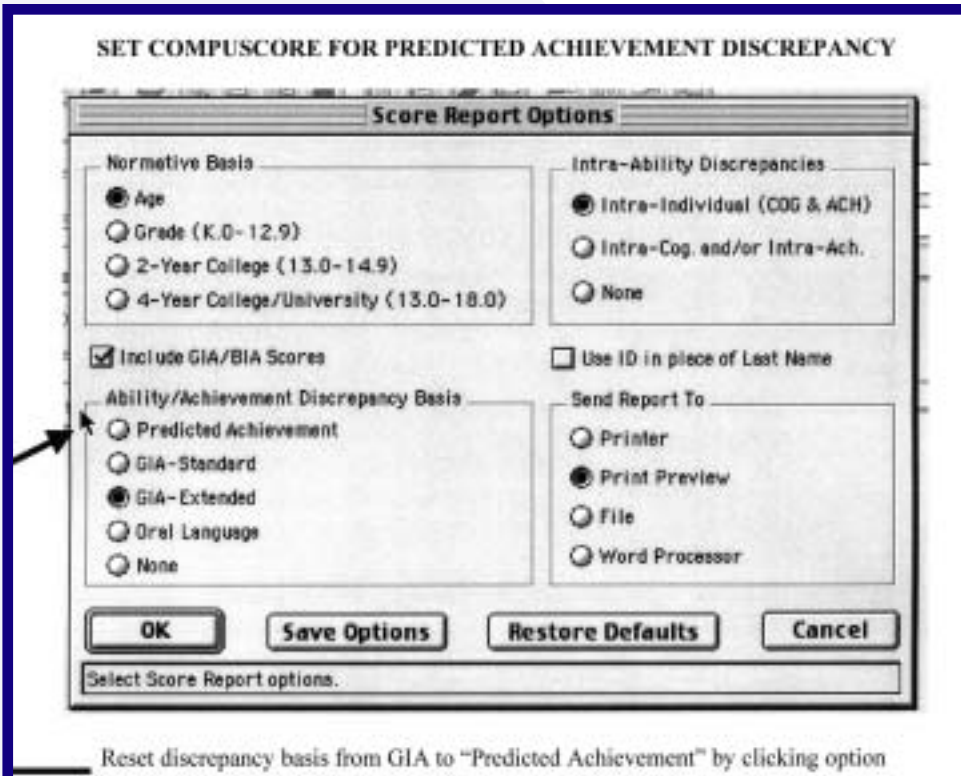


FIGURE 3

Predicted Achievement/Achievement Discrepancy

DISCREPANCIES <i>Predicted Achievement/Achievement Discrepancies*</i>	STANDARD SCORES			DISCREPANCY PR SD	Significant at <i>±.16, 1.50 SD (SEE)</i>	
	Actual	Expected	Difference			
BROAD READING	79	102	-23	2	-2.16	Yes
BASIC READING SKILLS	74	97	-23	2	-1.99	Yes
READING COMP	98	102	-4	20	-0.64	No
BROAD MATH	115	102	+13	88	+1.20	No
MATH CALC SKILLS	107	102	+5	69	+0.49	No
MATH REASONING	117	102	+15	93	+1.45	No
BROAD WRITTEN LANG	79	99	-20	3	-1.84	Yes
BASIC WRITING SKILLS	74	100	-26	2	-2.34	Yes
WRITTEN EXPRESSION	92	99	-7	26	-0.63	No
ORAL LANGUAGE (Ext)	100	86	+22	97	+1.89	Yes
ORAL EXPRESSION	112	87	+25	98	+1.98	Yes
LISTENING COMP	102	89	+13	88	+1.17	No
ACADEMIC KNOWLEDGE	125	107	+18	97	+1.91	Yes

*These discrepancies based on predicted achievement scores with ACH Broad, Basic, and Applied clusters.

**Uses differential weighting of Tests 1-7
to predict academic performance.**

THE ACADEMY PRESENTS...

The Utah Mentor Teacher Academy (UMTA) is a statewide program, which started in 1986 as part of the Utah Learning Resource Center (ULRC) now the UPDC personnel development project. The Utah Personnel Development Center is funded by a grant awarded through the Utah State Office of Education. The purpose of the UMTA is to refine and enhance the leadership skills and knowledge of highly qualified educators through training focused on interpersonal and communication skills, effective school practices, modeling, effective presentations, coaching, collaboration, and facilitation techniques.

The UMTA has trained over 650 teachers across the 40 school districts and state-operated programs in Utah since 1986. School districts utilize the expertise of mentor teachers in a variety of creative ways in order to expand, strengthen, and improve the quality of services to all students with disabilities and strengthen local school district capabilities.

Teachers selected for membership in the academy participate in two-day professional development sessions seven months a year, for a two-year period. Upon completion of the two-year training program, mentors are invited to continue their professional development through attendance at a yearly Utah Mentor Teacher Academy Conference.

The Utah Mentor Teacher Academy Conference is an annual event devoted to reuniting mentor graduates and current mentors. This conference provides mentors the opportunity to meet as a group to continue networking and to maintain mentoring skills.



This two-day conference provides mentors with time to reflect on current educational issues as well as to celebrate successes of the past. Exemplary practices and programs from around the state and nation are highlighted, and participants have the opportunity to obtain new skills by attending an array of keynote and breakout sessions. The Utah Mentor Teacher Academy Conference is a valued part of the Utah Mentor Teacher Academy tradition.

This year we will be highlighting in each Utah Special Educator issue an article written by a national presenter from the Utah Mentor Teacher Academy.

At this September's initial training, the 2nd year mentors were fortunate to spend three days with Wendy Larsen, Rene Diaz and Becky Upton of Creative Leadership Partners studying facilitative leadership skills.

Wendy Larsen began using an interest approach to decision making as an advocate for parents and students in the public school setting in 1992. She has been facilitating and training labor/management teams using an interest based approach since that time. Wendy is managing partner in Creative Leadership Partners. She serves on the Civil Service Board for the City of Phoenix, and served on the Pension Board for the police and fire departments. Wendy recently served on a bond committee for the City of Phoenix Fire Department.

Wendy has trained and/or facilitated decision making teams made up of representatives from unions, management, elected officials and community organizations in a variety of venues including county and city governments, multi-stakeholder forums, volunteer agencies, fire departments, police departments, transit agencies, public utility districts, school districts, and private industries. She has thousands of hours of experience facilitating a wide range of issues including contract negotiations, strategic planning, environmental issues, community forums, designing performance pay systems, transportation routing and schedule design, and total quality initiatives.

Wendy has a B.A. in education and did graduate work in fine arts and education. Wendy's range of experiences—accounting clerk, campaign officer, child development professional, leader in volunteer organizations, mother, parent advocate, political activist, mentor, professional artist and special education teacher in elementary and high school settings—have enhanced her expertise as a professional trainer and facilitator.

Wendy and her associate Rene Diaz wrote the following article.



HIGH PERFORMANCE LEADERSHIP

Wendy Larsen & Rene Diaz, Creative Leadership Partners • Glendale, Arizona

The organizational expectations: do more with less and with strict accountability for results. Leaders, get those results!

Welcome to the new paradigm of leadership. The modern version of leader is significantly different than in the good old days. In the past, leaders decided what needed to be done, and those who worked for them did as they were told. Today's leader is expected to see that effective decisions get made. So how is this new paradigm significantly different?

In high performance workplaces total quality is the responsibility of everyone, making participatory decision making an expedient route toward effectiveness. Make the decisions with those who implement the solutions and most problems get ironed out in the design phase. You can find participatory processes being practiced in high performance workplaces like Hewlett-Packard, Saturn, Southwest Airlines and the City of Phoenix Fire Department. What are leaders doing differently in these organizations?

High performance leaders have some common characteristics. They are skilled in leading people, seeing a vision of the future for

their organization, appreciating the importance of the workplace culture, and understanding the process involved in transforming an organization. High performance leaders use these skills to create an environment reflective of high performance organizations. Let's take a closer look.

LEADERSHIP

Leadership is influence, nothing more, nothing less. High performance leaders understand that, generally, people don't appreciate dictators. People want a sense of control over themselves. High performance leaders recognize that people who work within are internal customers, so leaders become stewards for resource management, sustainability, accountability and growth.

Leading is teaching and coaching, collaborating with others, encouraging and taking risks. High performance leaders enable organizations to become learning environments, while, at the same time, being accountable and holding others accountable for the work that needs to be done.

Continued page 26

Leading is building good relationships between the people within the organization. Through effective communication (both sharing information and actively listening), comes understanding which leads to respect. With these elements present, trust can grow, and trust is a cornerstone of good relationships.

VISION

Creating and communicating a common vision is imperative if an organization is to survive and grow in today's marketplace. Absent a clear picture of where they are headed, people will take off in many different directions. Developing a vision for the future, defining the purpose of the organization toward that vision, and remaining grounded in the principles that guide the individuals within the company is no small task. A great deal of sharing, reviewing, realigning and listening must take place if the organization is to stay on course toward the identified vision.

High performance leaders design and implement processes that allow stakeholders to be meaningful participants in the articulation of guiding principles, creation of a vision, and development of a mission statement or purpose. Leaders support the acquisition of resources and skills to facilitate learning.

CULTURE

"That's not the way we do things around here." What follows is a lesson in the organizational culture. What people believe, value, reinforce and reward are part of culture. Stories help us understand what is important. The heroes and heroines help to identify what characteristics are valued in the organization. Traditions honor and reinforce the guiding principles within the organization.

Leaders can shape the culture by identifying, teaching, modeling, and reinforcing norms. Norms define expectations of acceptable behavior. These norms generally align with the same guiding principles that help an organization create its vision and purpose.

TRANSFORMATION

High performance organizations strive for continuous improvement. That means they are always looking to change things for the better. High performance leaders recognize that change should be grounded in logic and data. Begin with the current status, identify where the organization would like to be, analyze the gap between the two, make a plan and implement it. Then analyze, modify and adjust. High performance leaders realize that this is all about the journey. ■



Leadership



Hollie Petterson • Utah Personnel Development Center



And Positive Behavior Supports

Effective leadership requires initiative! This past year, Noelle Converse, Granite District's School Safety Coordinator demonstrated initiative by implementing positive behavior supports at one of Granite's junior high schools. Noelle was a member of Granite's Positive Behavior Support/BEST Team. She took the information that was presented in training for district and school teams and found a way to apply it. Knowing that administrative leadership was essential to the success of school wide support systems, Noelle selected Jefferson Junior High School because the principal, Karl Moody, and the assistant principal, Joel Dunning, were very interested in trying system-wide support and

demonstrated a high level of commitment to support change.

The following articles provide insight into implementing positive behavior supports in a junior high setting. The first article is by Noelle Converse; School Safety Coordinator for Granite School District and the second article is by Barbara Zabriskie; Parent Volunteer and Implementation Team Member. Both offer interesting perspectives on leadership and implementing positive behavior supports. If you would like additional information, please contact me at (801) 272-3431 ext. 218, or holliep@provo.k12.ut.us. ■

Continued page 28

Staying Positive:

Reflections on the process

Noelle Converse, School Safety Coordinator • Granite School District

When I look back on implementing a school-wide discipline plan at Jefferson Junior High School, I can think of some things that were done really well and some things that could use some improvement. A school-wide plan takes a huge commitment from all the stakeholders involved. Also, it has to be data-driven, so the team running the show has to be zealous about collecting and using data to move forward. Furthermore, implementing a school-wide plan takes time—it's no quick fix.

Some things that were done really well in putting the plan in place:

Gaining the support of the administration and 80% buy-in from the faculty. The administrators of Jefferson Junior, Joel Dunning, assistant and Karl Moody, principal, were instrumental in getting their faculty on board for this project.

Data-collection and feedback to stakeholders; you can't argue with data that shows positive results. When the stakeholders saw some of the positive changes manifesting in the way of lower school safety referrals and more positive student attitudes, they felt good about what they were doing.

Faculty and parent input; as a group, the dedicated staff of Jefferson Junior pulled together to identify target behaviors and develop school rules and a mission statement that they felt was worth pursuing actively. This was the most successful part of the plan—that everyone involved had a voice.

Take enough time to make good decisions and changes; we only got about half as far as we wanted to, but felt good about where we were at the end of the year. Rushing the process would not have worked; we would have lost the buy-in as well as some valuable team input.

Some things that could use some improvement:

More buy-in from stakeholders; getting more parents and community members involved will open many new doors in the continuation of the Jefferson Junior plan. The more the merrier!

A diversified implementation team; the team members need to represent all the groups that make up the school culture; students, parents, secretaries, teachers, custodians etc—the more perspectives you get, the better (and membership must be voluntary).

Advertise the news; visually emphasizing the changes being made to the school gets everyone in on the act. Posters, banners, newsletters, bumper stickers help to build the spirit and remind everyone involved what the school-wide plan is all about.

More teacher and student recognition; the more positive the project is, the more support there is to continue; you can never give too much praise or reinforcement for modeling positive behaviors. ■

% Change In Student Perception Of Safety Following Implementation Of School-wide Positive Behavior Supports
46% Male 48% Female Grade: 36% 7th 43% 8th 19% 9th 2% Unknown

Circle one of the three options for each statement.:	Always	Sometimes	Never
• I respect my teachers' rules.	5%	15%	19%
• I show respect for my teachers and authorities at school.	17%	15%	1%
• I feel safe at school.	29%	24%	12%
• Students of all racial groups at school get along.	3%	2%	1%
• Teachers and students show respect to students.	35%	24%	2%
• I know and understand the school rules.	30%	30%	No chg
• School rules are fairly and consistently enforced.	2%	8%	6%
• Gangs cause trouble at my school.	10%	10%	17%
• I feel comfortable telling authorities about potential fights or arguments at school.	25%	2%	21%
• I feel comfortable reporting drugs at school.	21%	8%	5%
• It is my responsibility to report weapons, drugs and other possible danger at school.	19%	7%	12%
• Teachers show that they care about students.	13%	1%	9%
• There are places at school where I feel less safe than others.	15%	13%	3%

Keep Smiling...

Barbara Zabriskie, Parent Volunteer and Implementation Team Member



Assistant Principal, Joel Dunning and Jefferson Junior High Students with "The Principal's 200 Club"

My experiences at Jefferson Jr. High started in February at the beginning of the Olympic Games when I volunteered to help with building security. The initial reaction of the students was, "This is dumb, we don't need more adults telling us what to do." I, along with another parent, walked the halls, talked to the students and talked with the teachers. When we first started, the students would be constantly out in the halls, sometimes making up their own hall passes, or they would hide in the bathrooms etc., or sometimes they would be downright hostile. We persevered, always positive, constantly offering them choices such as, "You can go back to class or go to the office." They soon learned that we can stand outside a bathroom as long as they can stand inside one. When they realized we weren't going to give up, we quickly became the target of questions from students such as "Can you help me?" "What should I do if somebody is bullying me?" The students quickly learned that we would be happy to help them solve their problems, sometimes running interference between teachers, students and administration. If we had the audacity to take a couple of hours off, we even heard comments such as, "Where were you when I needed you?"

At the same time that all of this was going on, the school was implementing a Positive Behavioral Intervention Program which included surveying students and faculty, teaching school rules on a consistent basis to the students and talking about bully proofing

our school, and installing security cameras. I volunteered to be part of the Implementation Team for the school and to run the 200 Club as part of this effort. For the uninitiated out there, the 200 Club consists of a chart with, yes you guessed it, 200 squares. I printed up some "tickets" which were then distributed to teachers in a somewhat random fashion—five teachers each day received five tickets to distribute to students who were doing what they were supposed to do. The theory is that the students would then bring those tickets to the office, draw a number out of a hat and would get their name in the corresponding square on the chart. When a row of squares filled up, all of those students in that row would receive a reward. For the first two weeks we targeted those students who typically had difficulty following the school rules, and made a big deal of them coming into the office. Gradually we faded that system out a little and began to include those students who consistently were on task, focused etc.

The reality was that students were so thrilled to receive a ticket, they held on to them, showed them off at home and sometimes didn't turn them in until 2-3 weeks later, if at all. Other students tried to give them to their friends "because it's dumb," other students would suddenly be running around the lunchroom picking up trash in the hopes of "being caught doing well." I had to reprint tickets twice just to keep the program going. The faculty seemed, for the most part, to be game for anything that would improve the negative atmosphere of the school. Granted not all of them were as enthusiastic as some, but over time it seems they have all come around and seen that positives can make a difference. They are now even saying to us, "Hey, we're so glad you're here, could you help this student..." or "Have you seen...he was here a minute ago but then disappeared." The administration has been nothing short of amazing, persevering when it may have been easier to quit, but they have a definite vision for this school and its students.

As a parent I have been welcomed into the school community with open arms and made to feel that my contribution was valuable and necessary. The reward of seeing students turn their behaviors and attitudes around is what it's all about. Will I be back next year to volunteer some more—you bet I will. ■

a Parents Perspective on Positive Behavior Supports

TECH TIPS

Utah Special Educator On-Line Now Searchable By Topic



Did you know that the *Utah Special Educator* is available on the web? Why should you care if you are now eagerly clutching a personal copy in your very own little hands?

Well, for one reason, next week or so about the time you are pulling your hair out because “Johnny” won’t follow instructions ... your brain will kick into gear and you’ll remember a cool strategy for getting students to do exactly what you say within seconds of when you say it (i.e. precision commands). However, at the moment of crisis you can’t seem to remember which particular pile your cherished magazine was carefully placed in. Assuming you can still locate your computer, an easy solution is at hand.

Here’s what you do. Log on to the Internet and go to the Utah Personnel Development Center (UPDC) web site. (I’m certain you have it “bookmarked” or added to your “favorites” folder, but just in case you haven’t gotten around to that yet, type the following address into your web browser: <http://www.ulrc.org>).

Once you get to the UPDC Web site (and after you say “wow” because you notice that our whole site has been redesigned), click on the “*Utah Special Educator*” and you’ll instantly see a PDF link to every issue of the *Utah Special Educator* for the past 5 years! (PDF simply means in “non-geek” terms that you can view and print the article with text and images in its original form...not the often-unreadable format your computer generally changes things to.)

“That’s nice,” you say, “but I have no idea which issue I need!” Hang on to your shorts, because we have the perfect solution for you. It’s called “Special Collections.” Under the “Special Collections” area you can now access any article you are looking for by topic (in fact you’ll find a comprehensive list of topics there). In your case “Behavior Management” would be a good choice of a topic and with the first click of your mouse you will be viewing a list of all the relevant titles along with a brief abstract of each article. As you scan the page you will quickly be able to locate the article you want (plus you’ll most likely find some additional articles you’ll want to read). With one more mouse click, you will be viewing the full article.

Now instead of spending frustrating time trying to locate your *Utah Special Educator*, within minutes you will be viewing it on your computer screen and holding a freshly printed copy (if needed). So there you are...minutes away from regaining control of “Johnny” and well on your way to reclaiming your sanity. (Disclaimer: Although we guarantee you’ll be able to easily locate the article you are looking for, unfortunately at this time, we are not providing a money back guarantee on your sanity.)

We hope you will find the “Special Collections” area a useful tool as you search the *Utah Special Educator* On-Line. If you have any feedback or suggestions for further improvements to the Utah Special Educator On-line or the UPDC web site please feel free to contact me. ■

loydeneb@provo.k12.ut.us
1-800-662-6624 (or SLC 272-3431)



Educational Leadership at:

<http://www.ascd.org/frameedlead.html>

Read selected articles on-line from this journal for teachers and administrators (by ASCD - Association for Supervision and Curriculum Development)

Apple K-12 Leadership in Education and Administrative Technology at: <http://www.apple.com/education/k12/leadership/>

Includes information on educational standards, funding, education & technology research, and a technology-planning guide.



Classroom Clipart

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Those of us who have chosen Education as a profession probably did not do so in anticipation of a healthy salary and a posh lifestyle. Since hefty teacher salaries are nowhere on the horizon, educators must find ways to make the most of what they do have. As part of our continuing efforts to make life better for teachers, each 2002-2003 issue of the Utah Special Educator will contain an article featuring financial information and tips. We sincerely hope it helps!



Do I Need a Financial Plan?

Regardless of life situation or income level, everyone needs to have a financial plan and maintain control over money. What exactly does that mean? At the most basic level it means learning to spend less and save more. It means creating a realistic budget and sticking to it. It means getting and staying out of debt. It means taking a hard look at your financial goals in life and finding ways to reach them. It means learning about how money works and how to make money work for you. Let the learning begin!

Setting Your Financial Goals

Financial goals are just personal goals with price tags attached. In order to define your financial goals, you need to spend some time thinking about what you want out of life. Do you want to retire in comfort by age 55? Do you want to own a home? Are there higher education goals that need to be met? Do you want enough money to support a healthy skiing or golfing habit?

Next, put a price tag on each of your goals. Do some research to find out how much these goals are likely to cost to acquire and maintain. Information is available on line, at libraries, from local financial service providers, and merchants. Do your homework!

Finally, you will need to set a target date for achieving each goal. Do you plan on retiring in 5 years or 25 years? Would you like to buy a new home in 1 year or 5 years? When do you want to own that brand new car? Figure out what you want out of life out of the next 5, 10, 20, 30 or more years. Once you have set your goals, you need to formulate a plan to reach them.

Do I Need a Financial Planner?

Ultimately, achieving your financial goals is your responsibility. Whether or not you choose to hire a financial planning professional, you need to become as educated as possible about financial matters.

A financial planner is someone who has specific knowledge, skills and products to help you figure out how to meet your financial goals. A planner can look at a single financial issue

Making the Most of Your Money

or at all of your needs including budgeting, saving, taxes, investments, insurance, and retirement planning.

For the do-it-yourself crowd, personal financial software packages, magazines, and books are available commercially. These may be perfectly adequate tools to assist you in reaching your goals. Other possibilities include combining some self-help with services from a financial planner. Use what works for you.

How Do I Choose a Financial Planner?

If you decide to hire a financial planner, find out as much about his or her professional experience as possible. The Certified Financial Planner Board of Standards recommends asking these questions:

- What experience do you have?
 - Choose a planner with at least 3 years of relevant experience.
- What are your qualifications?
 - Do they hold a state registration? What certifications does he/she hold? CFP-Certified Financial Planner, ChFC-Chartered Financial Consultant, CPA-Certified Public Accountant, CLU-Certified Life Underwriter, RFC-Registered Financial Consultant.
- What services do you offer?
 - The services a financial planner can offer depend upon his/her credentials, licenses, and expertise.
- What is your approach to financial planning?
 - Is the planner's approach to investing conservative, moderate, or aggressive?
 - Does he/she prefer to develop one global plan by bringing together all of your financial goals

Continued page 32



Diane Johnson • Utah Personnel Development Center

- or does he/she prefer to work with one specific issue?
- Will he/she be the only one working with you?
 - Does the planner have others that will assist with your case? If so, meet them all and find out what you can about them.
- How will the planner be paid?
 - The planner should clearly disclose in writing how he/she will be paid for the services provided. Planners are typically paid in several ways: salary paid by the company; fees based on hourly rate; commissions paid by a third party based on amounts you invest in their products; combination of fees and commissions.
- How much does he/she typically charge for services you are requesting?
 - The planner should be able to provide you with an estimate of possible costs based on the work to be performed.
- Can anyone else benefit from your recommendations?
 - This question helps you identify any possible conflicts of interest. You need to be sure the planner will act in your best interest.
- Has he/she ever been publicly disciplined for any unlawful or unethical actions during his/her professional career?
 - There are several government and professional regulatory agencies that keep records on the disciplinary history of

- financial planners and advisors. Some well-known regulators are the National Association of Securities Dealers (NASD), CFP Board, and State insurance and securities departments.
- Can I have it in writing?
 - Ask the planner to provide you with a written agreement that details the services that will be provided. Keep it for future reference! ■

Check out these websites for other great tips!

www.pueblo.gsa.gov

The Consumer Information Center's site. See "Money" section

www.aarp.org

The American Association of Retired Persons site provides information on a host of retirement planning topics

www.consumerfed.org

Consumer Federation of America site. Provides links to investor education sites including information on teaching children about money.

www.nasd.com Investor information and financial calculators

www.cfp-board.org Answers to many financial questions.

Leadership In Early Childhood

Preschool



Welcome back to another exciting year! We are looking forward to the upcoming Early Childhood Special Education Conference. The conference will be held October 3-4, 2002, at the Provo

Marriott. Information for the conference will be coming through individual districts/agencies. Our focus for this conference is addressing early literacy and the issues involved with young children who are English language learners. In keeping with the topic of leadership, we thought it would be exciting to introduce several of leaders in the early childhood field who will be presenting at the upcoming 2002 Early Childhood Special Education Conference.

Sue Bredekamp, Ph.D. Director Research, Council for Professional Recognition

Sue Bredekamp is currently the Director of Research at the Council for Professional Recognition and Senior Advisor to the Head Start Bureau. From 1984 to 1998 she served as Director of Professional Development at the National Association for the Education of Young Children (NAEYC). Among the works Dr. Bredekamp has authored or coauthored are NAEYC's Accreditation Criteria and Procedures and Guide to Accreditation (three editions each); Developmentally Appropriate Practice in Early Childhood Programs (NAEYC 1987; revised edition 1997); and Reaching Potentials, volumes 1 and 2 (NAEYC). She also coauthored the 1998 joint position statement from the International

Terri Mitchell • Utah Personnel Development Center

Reading Association (IRA) and NAEYC. Sue holds a Ph.D. in early childhood education from the University of Maryland. Her professional experience includes teaching and directing child-care and preschool programs, training child-care personnel at the community college, and serving on the faculty at Mount Vernon College in Washington, D.C.

**Graciela Italiano-Thomas, Ed.D.
CEO, Centro de la Familia de Utah**

Graciela Italiano-Thomas is the CEO of Centro de la Familia de Utah, a local private non-profit organization whose mission is to strengthen the Hispanic family by promoting self-sufficiency. Dr. Italiano-Thomas has held a variety of academic and service positions in her career, serving as teacher, principal, coordinator, lecturer, and professor, both in

the United States and abroad. She had received many honors for her service to the community, most notably, the National Education Association's 2000 George I. Sanchez Memorial Award, presented annually at the NEA's national conference to an individual who exemplifies leadership in resolving social problems, particularly as they relate to individuals of Hispanic heritage.

In her capacity as founder of the Americas Award for Children's and Young Adult Literature, Dr. Italiano-Thomas has reviewed countless books representing the very best in multicultural selections for children and youth of all ages. Her dedication to the Americas Award has ensured that stories from all over the Americas are recognized, celebrated and are finding their way into the classroom. ■



**Utah's Statewide Early Childhood Special Education
Conference**

**October 3 - 4, 2002 - Provo Marriott Hotel, Provo UT
7:30 a.m. - 4:00 p.m. ☀ Registration from 7:30-8:30 each day**

Linking Language and Literacy

Who can attend? District Preschool Teachers and Staff, Related Servers, Parents, Early Intervention Staff, Head Start Personnel, Community Preschools, Coordinators and Administrators! (Whew!)

**Registration is available by mail, fax, Email or Online @ www.ulrc.org
Contact your district or agency for registration forms and information.**

**Have a question? Contact the Utah Personnel Development Center - Terri Mitchell
or Connie Nink at (801) 272-3431, or in Utah (800) 662-6624**

Service Directory.....

Utah State Office of Education

Special Education Services

- Karl Wilson • Director of Special Education and At Risk.....538-7711 • kwilson@usoe.k12.ut.us
- Nan Gray • Coordinator of Special Education.....538-7757 • ngray@usoe.k12.ut.us
- Pat Beckman • Specialist, Access to the General Curriculum.....538-7716 • pbeckman@usoe.k12.ut.us
- Brenda Broadbent • Specialist, State and Federal Compliance, Preschool.538-7708 • bbroadbe@usoe.k12.ut.us
- Karen Kowalski • Specialist, Emotional Disturbance/Mental Health538-7568 • kkowalsk@usoe.k12.ut.us
- Susan Loving • Specialist, Transition.....538-7645 • sloving@usoe.k12.ut.us
- Cal Newbold • Specialist, Fiscal and Data Issues, Charter Schools.....538-7724 • cnewbold@usoe.k12.ut.us
- Bruce Schroeder • Specialist, Comprehensive System of Personnel Development (CSPD)
.....538-7580 • bschroed@usoe.k12.ut.us
- Jocelyn Taylor • Specialist, OHI, TBI, Autism538-7726 • jtaylor@usoe.k12.ut.us
- Tom Burchett • Specialist, Assesment, Finance538-7639 • tburchet@usoe.k12.ut.us
- Cheralyn Creer • Specialist, Severe Disabilities, Deaf/Blind.....538-7576 • ccreer@usoe.k12.ut.us

Utah Personnel Development Center

2290 East 4500 South, #220 & #170 Salt Lake City, Utah 84117 • 272-3431 or 800-662-6624

- Jerry Christensen, Team Leader.....jerryc@ulrc.org
- Jim Curtice.....jimc@ulrc.org
- Ginny Eggen.....ginnye@ulrc.org
- Michael Herbert.....michaelh@ulrc.org
- Cheryl Hostetter.....cherylh@ulrc.org
- Loydene Hubbard Berg.....loydeneb@provo.k12.ut.us
- Diane Johnson.....dianejo@ulrc.org
- Terri Mitchell.....terrim@ulrc.org
- Connie Nink.....connien@ulrc.org
- Hollie Pettersson.....hollipe@ulrc.org

Utah SIGNAL Project

2290 East 4500 South #265, Salt Lake City, Utah 84117 • 272-3431 or 800-662-6624

- Bruce Schroeder, Project Director.....bruces@utahsignal.org
- Monica Ferguson.....monicaf@utahsignal.org
- Dan Morgan.....danm@utahsignal.org
- Sharon Neyme.....sharonne@utahsignal.org

Utah Parent Center

2290 East 4500 South, #110, Salt Lake City, Utah 84117 • 272-1051

- Helen Post, Director.....upc@inconnect.com

On The Back Cover:

You Never know who will show up!

Thanks to Utah State Interventions Conference June, 2002

and Tribes Training, July, 2002.

Utah Professional Development

Calendar 2002-2003*

September 2002

- 6 CSPD Consortium, Larry H. Miller entrepreneurship Training Center, 9750 So. 300 W., Sandy, UT. Contact UPDC, 801-272-3431 or 800-662-6624.
- 13 Utah Association of School Psychologists (UASP) Fall Conference, Sundance, UT. Contact Kathy Boyer 801-264-7424.
- 16-18 Utah Mentor Teacher Academy Initial Training. Contact Jim Curtice, 801-272-3431.
- 26 Opening Behavior Institute (in conjunction with CCDB). Larry H. Miller Entrepreneurship Center, Sandy, UT. Contact Hollie Pettersson 801-272-3431.
- 26-27 CCBD Fall Conference, Larry H. Miller Entrepreneurship Center, Sandy, UT. Contact Deb Andrews 801-567-8100.

October 2002

- 2-4 Behavior Elementary Model Site Training, Edgemont Elementary, Jordan District. Contact Hollie Pettersson 801-272-3431.
- 3-4 Statewide Preschool Conference. Provo Marriott Hotel, Provo, UT. Contact Terri Mitchell, 801-272-3431 or 800-662-6624.
- 9-11 National Monitoring Conference, Hilton Salt Lake City Center, Salt Lake City, UT. Contact Rich Lewis, rlewis@uky.edu or www.dssc.org/frc/MonitorConf.htm
- 10-11 Behavior Elementary Model Site Training, Valley View, Weber School District. Contact Hollie Pettersson 801-272-3431.
- 10-11 TBI Conference, Provo Marriott Hotel, Provo, UT. Contact Jocelyn Taylor 801-538-7726.
- 11-13 ASCD Conference on Teaching and Learning. New Orleans, LA. Contact ASCD 800-933-2723.
- 14-15 UEA
- 17-18 Utah Mentor Academy, Provo Marriott, Provo. Contact Jim Curtice, 801-272-3431 or 800-662-6624.
- 29-30 Utah ASCD Conference. "Putting the pieces together for student achievement". Yarrow Hotel, Park City, UT. Contact Merry Haugen 435-645-5600, ext 122 or Nancy DeFord 435-615-0225.

November 2002

- 1 Consortium, Larry H. Miller Entrepreneurship Training Center, 9750 S 300 W, Sandy, UT. Contact UPDC, 801-272-3431 or 800-662-6624.
- 8 Behavior Elementary Model Site Training Follow-Up, Valley View, Weber School District. Contact Hollie Pettersson 801-272-3431.
- 15 Behavior Elementary Model Site Training Follow-Up, Edgemont Elementary, Jordan District. Contact Hollie Pettersson 801-272-3431.
- 21-22 Utah Mentor Academy, Provo Marriott, Provo. Contact Jim Curtice, 801-272-3431 or 800-662-6624
- 22-23 8th Annual Paraeducator Conference. Location to be announced. Contact Marilyn Likins, 801-273-1843.

December 2002

- 2 PECS Training, West Coast Hotel, Salt Lake City. Contact Jocelyn Taylor, 538-7726.
- 5-8 Division for Early Childhood International Conference, San Diego, Sheraton Hotel, CA. Contact Barbara at 303-556-3328 or view online at DEC Conferences. (www.dec-sped.org/conference.html)

- 6 Behavior Elementary Model Site Training Follow-Up, Valley View, Weber School District. Contact Hollie Pettersson 801-272-3431.
- 13 Consortium, Larry H. Miller Entrepreneurship Training Center, 9750 S 300 W, Sandy, UT. Contact UPDC, 801-272-3431 or 800-662-6624.

January 2003

- 8 Behavior Institute. Location to be announced. Contact Hollie Pettersson 801-272-3431.
- 16-17 Utah Mentor Conference, Provo Marriott, Provo, Utah, Contact UPDC, 801-272-3431 or 800-662-6624.

February 2003

- 7 Consortium, Larry H. Miller Entrepreneurship Training Center, 9750 S 300 W, Sandy, UT. Contact UPDC, 801-272-3431 or 800-662-6624.
- 20-21 Utah Mentor Teacher Academy, Provo Marriott, Provo. Contact Jim Curtice, 801-272-3431 or 800-662-6624.
- 20-21 UAAACT Conference. Ogden Marriott Hotel, Ogden, UT. Contact Jocelyn Taylor 801-538-7726
- 26 Behavior Institute. Location to be announced. Contact Hollie Pettersson 801-272-3431.

March 2003

- 13-14 Utah Mentor Teacher Academy, Provo Marriott, Provo. Contact Jim Curtice, 801-272-3431 or 800-662-6624.
- 20-21 National ACRES Conference. Contact Sharon Neyme, 801-272-3431 or 800-662-6624
- 27-28 English Language Learners Conference. Location to be announced. Contact Jocelyn Taylor 801-538-7726.

April 2003

- 2 PECS Training, Washington District Office, St. George. Contact Jocelyn Taylor, 538-7726.
- 9-13 National CEC Conference, Seattle, Washington.,
- 14-19 SARS Week in St. George (?)
- 24-25 Utah Mentor Teacher Academy, Provo Marriott, Provo. Contact Jim Curtice, 801-272-3431 or 800-662-6624
- 30 Behavior Institute. Location to be announced. Contact Hollie Pettersson 801-272-3431.

May 2003

- 9 Consortium, Larry H. Miller Entrepreneurship Training Center, 9750 S 300 W, Sandy, UT. Contact UPDC, 801-272-3431 or 800-662-6624.

*This information is provided as a service. We believe it to be accurate, but it is important to confirm with the contact listed. To obtain additional information and to supply important upcoming dates, please contact us at the number below. Current information is also available at the ULRC web site www.ulrc.org

Stories from the road! (See Page 34)



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ADDRESS CORRECTION REQUESTED

