

## The 2008 winners are:

- **Randall Collins** has served as a superintendent for over 27 years, the last 17 of which have been in Waterford, Conn. He pioneered the development of the Learning Through Service Program, making Waterford one of the first public schools in America to require community service hours as a requirement for graduation, thereby prompting good citizenship through community service. He is a founding member of the National Center for Learning and Citizenship and has served as its chair from 2002 to 2004. He has served on the Committee for the Future of School Leadership in Connecticut, as Federal Liaison to Senator Joseph Lieberman's (D-Conn.) Office, and as a member of the Commissioner's Committee of Practitioners regarding the implementation of NCLB. Collins was a member of the Connecticut delegation to the first annual Congressional Conference on Civic Education held in Washington, D.C. in 2003. Throughout his career, he has supported and mentored women and minorities into the superintendency including the recent addition of Waterford's first African-American cabinet level administrator. Collins was the first superintendent given the Connecticut Music Educators Award for the Music Advocate of the Year (2000), was Connecticut's Superintendent of the Year (2002), Gordon College Alumnus of the Year (2001), received the Community Service Award from Waterford Country School (2003), the Rotary's Paul Harris Award (2004), and the Supervisor/Program Manager Award (2005) from The International Public Management Association for Human Resources. Collins is a Veteran having served as a Military Intelligence Specialist in Vietnam. He was honored by Connecticut Governor Rell as a member of the inaugural class of the Connecticut Veteran's Hall of Fame (2005) for his military accomplishments as well as his contributions to his community and chosen profession. He's served in various offices in the Connecticut Association of Public School Superintendents including president in 2002. He is a national board member of the National Center for Research and Technology, a member of the Horace Mann League, The Century Club and is immediate past Co-President of the New England Association of School Superintendents. Collins has been profiled in numerous local and national publications and currently serves as president-elect of AASA.
- **Terry B. Grier** is superintendent of the 71,400 student Guilford County School district in Greensboro, NC — a position he has held since May 2000. In addition to serving as superintendent in a number of other districts across the country, he has worked as a classroom teacher, high school principal, associate superintendent and college adjunct professor. Grier has served as President of the Horace Mann League of America, Inc. and the North Carolina Association of Supervision and Curriculum Development. He is currently a member of the Board of Directors of the National Dropout Prevention Network and has also served on the Board of Directors of the National School Public Relations Association. In addition, he has been a member of the National Coca-Cola Scholars Selection Committee and the Membership Committee of The College Board. Grier is the recipient of numerous awards and recognitions including: the North Carolina Association of School Administrators and the North Carolina School Boards Association's 2008 North Carolina Superintendent of the Year; East Carolina University's Outstanding Alumni; the NC Association of Supervision and Curriculum Development's Distinguished Educator; the Visiting International Faculty State Superintendent of the Year; the Congressional Black Caucus' ET3 Tech Champion Award; and the Horace Mann League's Friend of the League. Grier has published more than 50 articles in educational journals and is a frequent speaker at national and state educational conferences. Furthermore, he has been featured in national educational publications such as *Education Week*, *Urban*

*Educator and Scholastic Administrator* for his innovative ideas and proven leadership in education. He earned his doctoral degree in education from Vanderbilt University.

- **Frances Jones** is executive director of the Piedmont Triad Education Consortium. Prior to this position she served in various senior level administrative positions in the public schools of North Carolina. Through the work of the consortium, Jones secured external funding and planned in-depth programs that prepare women for the superintendency. Additionally, she initiated a program entitled "Lifting Minority Leadership" in which mid-level African American administrators were coached to assume top level positions in public education. Jones has served as the international president of the Association for Supervision and Curriculum Development. Among the numerous leadership positions she has held, she was chairman of the Diversity Committee which resulted in the publication, *Affirming Diversity*. She has served two terms as Chairman of the Board of International School Services, which provides services and connections to American International Schools around the world thereby working with educators in Amman, Jordan; Lisbon, Portugal; Cairo, Egypt; Damascus, Syria; Doha, Qatar; Madrid, Spain; and Colombo, Sri Lanka. Among the honors she has received are the Top 100 Executive Educators in North America as named by *The Executive Educator*, North Carolina Principal of the Year, the Terry Sanford Award for Creativity and Innovation in Administration, Concern For Kids Award presented by the General Federation of Woman's Clubs, North Carolina Human Relations Award and the Humanitarian of the Year Award granted by the International Management Council of the Young Men's Christian Association. She received the ASCD Leadership Foundation Award and the Friend of Education Award from the North Carolina ASCD. She has authored numerous articles in professional journals for educators.
- **Helen C. Sobehart** is associate provost/associate academic vice president at Duquesne University in Pittsburgh, Penn. She has been an educator since 1969, and prior to her current appointment, directed the Duquesne University School of Education Leadership Institute and The Interdisciplinary Doctoral Program for Educational Leaders. She was superintendent of Fox Chapel (Pa.) Area School District and the only superintendent in that district to have a scholarship created in her name. Sobehart has also served as a teacher and administrator for the PA State Resource System, and a special education director. While at Duquesne, she led the successful application process for the university's membership in the prestigious University Council for Educational Administration, chairs the Women's Special Interest Group of UCEA, and has been a member of AASA for approximately 20 years. Sobehart was appointed by Governor Casey to the PA Advisory Panel for Special Education in 1990, re-appointed in 1994, and was a member of the United States Department of Education Joint Committee on Integration of Categorical Programs into the Regular Education System. In 1992, she was recognized by the State Senate of Pennsylvania for "her immeasurable contribution to educational progress" in the state. Sobehart has served as co-president of the Association of School Districts in Support of Excellence and Equity, testifying for equity and efficacy amicus to the lawsuit filed by the PA Association of Rural and Small Schools. Helen has served on the Boards of Directors of the Bradley Center for Children and Youth; NEED (scholarships for minority students); the Teacher Excellence Program; and the Homeless Children and Family Emergency Fund. In 2002, Helen was awarded the Gold Star Award for Special Achievement in the Education and Mentoring of School Leaders by the Pittsburgh Council on Public Education. She's received many awards for leadership and women's issues, and was appointed to the Board of the Pennsylvania Leadership Development Center, and Leadership Pittsburgh. Sobehart

has delivered state, national and international presentations and chaired the first scholarly international conference on women in educational leadership in Rome, summer 2007, co-sponsored by AASA, Duquesne University and UCEA. She has published nationally, edited PASA's Women's Caucus Annual Conference monograph and AASA's national monograph of the Women Administrators Conference, and has entries in the SAGE Encyclopedia of Educational Leadership. Internationally, she was guest editor of the 2000 and 2005 editions of the annual Leadership Monograph published by the Norham Centre for Leadership Studies, Oxford University, United Kingdom. She was invited to write book chapters for *Up Front and In The Midst of All – Stories About Successful Women*, and *Gender Mainstreaming*, published in 2006 and 2007 respectively. Sobehart holds a Bachelor of Arts in Psychology/Sociology from Slippery Rock University, a Masters of Science in Special Education from Duquesne University and a doctorate in History from Carnegie-Mellon University.

#### The 2007 winners are:

- **Benjamin Canada** is the associate executive director of district services for the Texas Association of School Boards. He has worked in the education field for 35 years and served as a special education teacher, middle school vice principal, elementary principal, junior high principal, high school principal, assistant superintendent, deputy superintendent and superintendent. He served in the latter role in Portland, Ore.; Atlanta, Ga.; and Jackson, Miss. As AASA's first African American president in 2000, Canada provided a visible and tangible representation for people of color to strive to higher marks in education. Canada appointed more women and people of color to the executive and other AASA committees than had ever had a role in the association in its history. He elevated issues of diversity to the entire membership
- **Arthur Stellar's** career is also ripe with examples of improving racial diversity. Throughout his career, Stellar has courageously taken on efforts to motivate an incredibly diverse group of people to achieve at the highest level. A superintendent since 1985, he has mentored 40 education professionals to the rank of superintendent, 15 of them female and 10 minorities. Stellar is the superintendent of the Taunton, Mass., Public Schools. He previously was the superintendent in Boston; Oklahoma City, Okla; Cobb County, Ga.; Mercer County, W.Va.; and Kingston, N.Y. He is a past president of the Association for Supervision and Curriculum Development and the Horace Mann League.

#### The 2006 winners are:

- **Joyce A. Dana**, assistant professor at St. Louis University, St. Louis, Mo. In 1982, Dana along with a group of women leaders organized a statewide support group for women administrators and women aspiring to become administrators, which became the Missouri Network for Women in School Leadership. She has been an active leader and participant in it over the years, even after retiring from her superintendency in 1998. Among her many accomplishments, Dana is credited with helping to grow the number of female superintendents in Missouri from seven women in 1985 to 107 in 2005 — evidence of her success in organizing and facilitating networks and acquiring resources to ensure equity and access for women and minorities in educational leadership roles.

- **Beverly L. Hall**, superintendent in Atlanta, Ga. Hall is in her sixth year as superintendent of the largest urban school district in the state of Georgia, with a 72-percent minority student population that mirrors that of the teaching and central office staff. Hall undertook a bold and courageous process for improving the overall performance of the district that led to improved employee equity and commitment to student success. This process has led the district to record-breaking improvements in student achievement. Under her leadership, the district has received national recognition as a leader in urban education by the Broad Foundation, the U.S. Department of Education and the DeWitt-Wallace Reader's Digest Foundation.
- **Michael Kremer**, superintendent in Hopkins, Minn. Kramer is known for his commitment and steadfastness to educational equity and for his tireless work advocating with the Minnesota legislature as well as in his own community, for equitable and adequate resources for all children to be able to achieve excellence. He has also been active in the recruitment, promotion, nurturing and support of minorities and females in education throughout his career. A colleague commented that Kremer is among a handful of superintendents in this country who has openly tackled the tough issues of equity and anti-racism as a way of eliminating the racial achievement gap.
- **Robert S. Peterkin**, director of the Urban Superintendents Program at Harvard University, Cambridge, Mass., and former superintendent in Cambridge, Mass. and Milwaukee, Wis. Peterkin has served as USP's director for the past 15 years and has been dedicated to preparing leaders with the managerial and political skills to improve the educational experiences for all children attending urban schools and to focus on improved instruction. He has actively solicited financial support to ensure the program has the resources required to prepare educators poised to transform education. USP was created for the sole purpose of increasing the pool of highly qualified minority and women superintendents, and Peterkin has been a role model for graduates prepared to follow in his footsteps as a successful minority educator.
- **Chris L. Wright**, superintendent in Florissant, Mo., and clinical professor at St. Louis University. Wright mentors several doctoral students, most of them women and African-American, in their superintendent internships and prepares them with the necessary skills to ensure equity and access to leadership positions in education. She organized a support group for aspiring superintendents and other school leaders in her district, holding monthly meetings, where she answers questions, validates strengths, challenges thinking, and encourages them to explore educational options. As a superintendent, Wright is credited for taking a predominantly African-American school population with declining test scores and district accreditation in jeopardy to one with increasing test scores and full state accreditation through her unyielding focus on student achievement, support for teachers and budget cuts.

## 2005 Recipient

- **Rosa Smith**, has spent much of her life committed to furthering public education. She is being honored for her tireless efforts on behalf of minorities and women in education and disadvantaged public school students. Smith served as superintendent in two urban school districts—Columbus, Ohio, and Beloit, Wis. She is a former state superintendent of the year honoree in Wisconsin.

### **The 2004 winners are:**

- **Janet Baker** is superintendent in Hamilton, Ohio, Schools since 1992, the district where George W. Bush signed the No Child Left Behind Act into law in 1992. Developing and supporting women leaders has been a hallmark of her superintendency. Most notably, Baker is credited with implementing an innovative recruitment program targeted at bringing highly qualified, diverse personnel into her district.
- **Michael L. Johnson**, superintendent of Bexley City, Ohio, Schools, was recognized for the way he models a keen sense of distributive justice relative to equity and access to opportunities in educational leadership. He coaches, mentors and promotes those he believes have potential for high-level administrative performance. Because of his leadership and systemic changes in hiring practices he advanced, more women and minorities have been appointed and promoted to educational leadership positions.
- **I. Sue Shepard**, interim dean of education at Southeast Missouri State University in Cape Girardeau, Mo., received the award in recognition for her knowledge, skills and resources to promote women and minorities in education. Her research and publications have focused on the barriers to entering administration and the attitudes of superintendents and school board presidents toward women as administrators. In addition, she has written on gender differences in communication and gender differences in aspiration, mobility and persistence in seeking administrative positions.