



Leadership for Change

**National Superintendent of the Year Forum
2006**



AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS



About the American Association of School Administrators



The American Association of School Administrators (AASA), founded in 1865, is the professional organization for more than 13,000 educational leaders across America and in many other countries. The mission of the AASA is to support and develop effective school system leaders who are dedicated to the highest quality public education for all children.

About the National Superintendent of the Year Program

Established in 1988 and co-sponsored by ARAMARK Education, the National Superintendent of the Year Award recognizes outstanding leadership among superintendents. State selection committees choose the superintendents of the year, and a national blue ribbon panel selects four finalists. The 2006 National Superintendent of the Year is Manuel Rivera of New York.

About ARAMARK Education



ARAMARK Education provides a complete range of food, facility, uniform and other support services to more than 650 K-12 school districts in the U.S. It offers public and private education institutions a family of dining and facility services including: on-site and off-site breakfast and lunch meal programs, after-school snacks, catering, nutrition education, retail design and operations, maintenance, custodial, grounds, energy management, construction management, and building commissioning. For more information, visit www.aramarkschools.com.

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Introduction

Now in its second year, the American Association of School Administrators (AASA) invited 2006 state superintendents of the year to gather in Denver, Colorado, for a rare opportunity to spend three intensive days talking and learning with their colleagues about leadership's impact on student achievement, public schools and the global economy, and about innovative and entrepreneurial approaches to public education.

Nearly 25 superintendents from rural, urban and suburban districts attended the forum and spoke with candor and humor about how they are successfully overcoming the daily challenges of what many have come to recognize as one of the toughest jobs today.

This report offers an inside look into the world of the nation's best and brightest education leaders. The stories they share could be the stories of almost any superintendent. The challenges and successes,

no matter the district's size or demographics, will be familiar to readers. What makes these superintendents stand apart, however, is their sheer dedication to and success in finding new ways to teach, new approaches to communicate and listen to their communities, and new strategies to ensure that every child in their districts succeeds.

AASA thanks the state superintendents of the year who participated in the forum. We hope we have captured your observations with the same vigor and integrity with which you shared them.

Leadership Matters: School District Leadership that Works

Google the term leadership and nearly 12 million entries spring to the screen. Countless books, studies, data, conferences and coaching opportunities are within the click of a mouse — leadership is an industry unto itself.

Look for research on educational leadership and the options narrow significantly, until recently. For some time, educators and policymakers have lamented the lack of rigorous and comprehensive studies exploring the impact superintendents have on student achievement. Mid-continent Research for Education and Learning (McREL) in Denver, Colorado, saw the void, too, and stepped in to fill it. McREL believes this effort is the largest-ever quantitative review of research about superintendents.

McREL conducted a meta-analysis of research about the effect of superintendent leadership on student achievement. Researchers identified nearly 30 research reports conducted since 1970 that used quantitative, rigorous methods. “If superintendents do what we discuss in the study, there are real and positive implications for student achievement,” said Tim Waters, McREL’s CEO and a co-author of the study. (See “Successful Leadership: What Works?” for highlights of the study’s findings.)

Set Goals and Measure Progress

McREL’s researchers found that agreed-upon goals, such as the superintendent securing support from school board members for performance targets and monitoring progress, correlated to improved student achievement. A critical component is involving key stakeholders in goal setting. “Leave principals and school board members out of the process and there will be consequences for achievement,” cautioned Waters, a former superintendent in Greeley, Colorado.

Many superintendents attending the Denver forum shared their own strategies for setting student performance targets with staff, school board members and the community — from communitywide public engagement initiatives to intensive strategic planning sessions with district leaders and school board members.

“Discussing our goals with the board had a profound impact,” said Mark Keen, state superintendent of the year from Indiana. “The board then went into the community and advocated for our achievement goals.”

Still, some acknowledged the delicate balance between asking school board members to help set goals versus allowing them to determine what strategies the district will use to accomplish the goals, which many saw as the exclusive role of superintendents and other administrators.

“It’s not progress that people mind. It’s the change that they don’t like.”

— Mark Twain

Align Resources to Goals

McREL’s research also showed that effective superintendents allocate time, money, personnel and materials in a way that helps them accomplish district goals. Initiatives that are not aligned with district goals for achievement and instruction are jettisoned or cut back by successful school system leaders, noted Waters.

Give School Leaders Clear Direction — Then Step Out of the Way

What Waters called “defined autonomy” is also reaping results. That means district superintendents take the lead to ensure there is a common understanding about what good teaching looks like, but do not mandate the same instructional model in every classroom. Superintendents set clear, non-negotiable goals for learning and instruction yet provide school leadership teams with the responsibility and authority for determining how to meet those goals.

Some superintendents cautioned that giving autonomy to newer principals can be risky. “It really varies depending on the principal’s experience and knowledge,” said Larry Price, state superintendent of the year from North Carolina. “It’s the difference between a rookie principal versus someone I know and can trust to run with it.”

Successful Leadership: What Works?

Major findings from the McREL study show that effective superintendents:

- Set non-negotiable goals for achievement and instruction
- Involve others, especially principals, in setting those goals
- Align school board support to performance and instructional objectives
- Continually monitor progress and make corrections when needed
- Focus resources on districtwide goals

Source: McREL

Another superintendent shared a story about a young man in his early 30s with little experience in the classroom who was hired as the principal of a school. The school staff was willing to overlook his lack of instructional experience because they liked him. But Connecticut’s Superintendent of the Year David Erwin began to see a change in the principal as the school year wore on: “I could see the furrowed brow and the clenched fists. I said, ‘It’s not going to work if you browbeat them into doing what you want them to do. What’s going on?’ We talked and by the end of the year, he was nominated for and was awarded the district’s outstanding principal of the year award.”

“Superintendents must provide clarity about what good instruction is and what it looks like. Superintendents, principals and teachers also must use common language.”

– Tim Waters, CEO, McREL

Recognize that Length of Tenure Matters

McREL’s research also shows a positive link between achievement and superintendent tenure, suggesting that the length of a superintendent’s tenure in a district correlates to improved student achievement. These positive effects appear as early as two years into a superintendent’s tenure. The finding resonated with James Anderson, state superintendent of the year from New Mexico. “I have served to years on average in each of the three districts in which I’ve worked. That longevity has benefited me.”

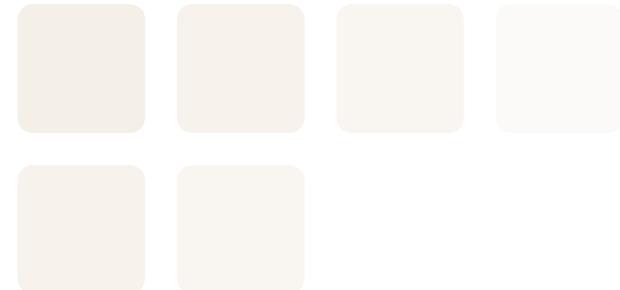
Anderson and others agreed that longer tenure confirms the value of leadership stability, and they noted that the same applies to school board members. Yet several say they struggle with high school board turnover and the challenges it presents. “As new board members come in, they have the potential to change the original vision,” said Frank Davidson, superintendent of the year from Arizona. “They typically come on the board with an axe to grind, but they have to learn to subordinate their single-issue agenda to the agenda of the greater good.”

Can a superintendent be a strong leader and still be ineffective? Waters pointed to two reasons why the answer may be yes: The superintendent focuses the district on the wrong areas or underestimates the magnitude of change’s impact. “The leader may think that everyone sees the implications of the change in the same way she does,” said Waters. And that assumption can quickly torpedo promising school improvement efforts.

When asked what it would take to improve superintendent leadership, state superintendents of the year pointed to strategies such as embedding professional development into the school day, paying close attention to what data and research say about learning and achievement, setting goals and benchmarks, measuring progress, and ongoing coaching and mentoring. Incidentally, Waters noted that superintendents are the least likely to get coaching. “Everyone thinks you have the answer,” quipped Waters.

To obtain a copy of the McREL study titled *School District Leadership That Works: The Effect of Superintendent Leadership on Student Achievement*, visit www.mcrel.org.

To learn more about McREL’s research about education leadership or to evaluate your leadership skills, visit www.mcrel.org.



Barking Up the Right Tree

There is a childhood saying about a confused dog who thinks he sees a possum in a tree. The possum is actually in a different tree so the dog barks up the wrong tree. For AASA Executive Director Paul Houston, this story is a metaphor for American education, which he says is playing both dog and possum. “Sometimes we are the prey and sometimes we are just confused about what and where the prey is,” Houston told superintendents gathered at the Denver forum.

Concern has grown in the last few years about U.S. global competitiveness, particularly against India and China. “Our schools have been called to account for failing to produce enough engineers and math and science workers to compete with the rising threat,” noted Houston. “The solutions offered are that we should make our students work harder and study more math and science. And we need more and harder tests to motivate them to do this.”

The problem with this thinking, contends Houston, is that it just isn’t that simple. In other words, supporters of this approach are barking up the wrong tree. Instead, Houston advocates for America to focus on what it has done best: innovation. And that means improving the way American students are taught math and science so these subjects are more engaging and interesting to students.

Houston points to author Daniel Pink who declares in his book *A Whole New Mind* that the information age has given way to the conceptual age. As Pink explains, it’s not about the number of engineers in a nation. It’s about how many artists and poets

are present to create the new meaning necessary in a conceptual world.

“While it is important that our children be educated to be comfortable with and conversant in the languages of math and science, and while we need to continue to produce our fair share of technical workers, the future will not be created by these folks. The future will be created by those who can dream bigger and more innovative dreams,” said Houston.

The implications for public education are great, including re-examining how and what children are taught. It’s helping students understand that math isn’t about mastering rules, but discovering the elegance of a well-stated problem, suggested Houston. Or that science is not about mastering tables and formulas, but about seeking out the mysteries of the universe. Social studies isn’t about dates and events but about understanding the human condition.

This way of thinking requires educating teachers to be more creative in how material is presented to students. “Teachers must be designers and storytellers,” said Houston. The implications are great as well for school and district leaders who must engage in a new and bold approach to leadership. “School leaders must reassess their roles as instructional leaders,” said Houston. “Somehow we need to find a way to make school cool for kids and I don’t think we are approaching it the right way now.” Houston’s target: reinventing the learning process to become meaningful and engaging for students so they are motivated by more than a test or a benchmark.

“It’s helping students understand that math isn’t about mastering rules, but discovering the elegance of a well-stated problem. Or that science is not about mastering tables and formulas, but about seeking out the mysteries of the universe.”

— Paul Houston, Executive Director, AASA

Superintendents Weigh in on New Ways of Leading

In small group discussions, superintendents shared their observations about the role they play as leaders in advocating for new ways of teaching, making learning more engaging, and helping policy-makers and parents understand what public education must do to better address global competitiveness. Key to all of this work is building on a student’s assets rather than a student’s weaknesses.

“It begins with validating the child,” said Paula Dawning, superintendent of the year from Michigan. “If a child can memorize a complex rap, he can use that as a new way to learn history. It’s also telling children, ‘You’re not responsible if your father is a drug addict or your mother is in prison. What you are responsible for is you — your learning.’”

The challenge they face as leaders, said some superintendents, is shifting educators’ focus to the strengths students bring to the classroom — strengths that may not be readily apparent.

“Many teachers can identify students’ academic needs,” said Manuel Rivera, state superintendent of the year from New York, “but it is important for them to use other data and information about students to help them identify students’ assets and how they best learn. Let’s build on their strengths, not deficits.”

Several superintendents agreed they must do more to emphasize that a teacher’s job is to create highly meaningful work for students, such as letting children learn together and from each other. In the classroom, for example, the teacher would serve more as a coach. They also advocated for improving curriculum so it is more relevant, engaging and connected to the world of young people.

Many agreed that superintendents play a critical leadership role in building understanding and support for these and other changes among parents, school board members and teachers, but they don’t always do as good a job as they could at advocating for these changes. “Somehow we have to lift the stature of superintendents,” offered Joseph Siano, state superintendent of the year from Oklahoma. “We have to fight for our place at the table. Too often we’re not asked early on about the impact a new policy may have on learning, but instead we’re brought in to implement it after the fact.”

“I will claim space whether I am given it or not,” said Dawning. “I remember this saying from college: Power is not conceded; it’s taken. We have to more proactively take that space.”

Superintendents also stressed stronger alliances with the business community which can help push for changes needed in public education to better prepare students to work and compete in a global economy. Others encouraged superintendents to be more united, coming to consensus on key issues and then advocating as a unified voice for proven policies and practices.

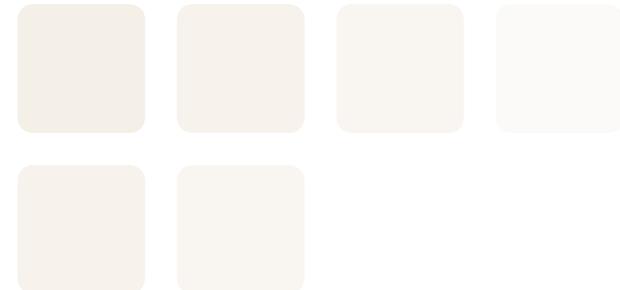
Good Reads

Mindfulness, by Ellen Langer

Rise of the Creative Class, by Richard Florida

A Whole New Mind, by Daniel Pink

The World is Flat, by Thomas Friedman



Mastering the Intricacies of No Child Left Behind on the Ground

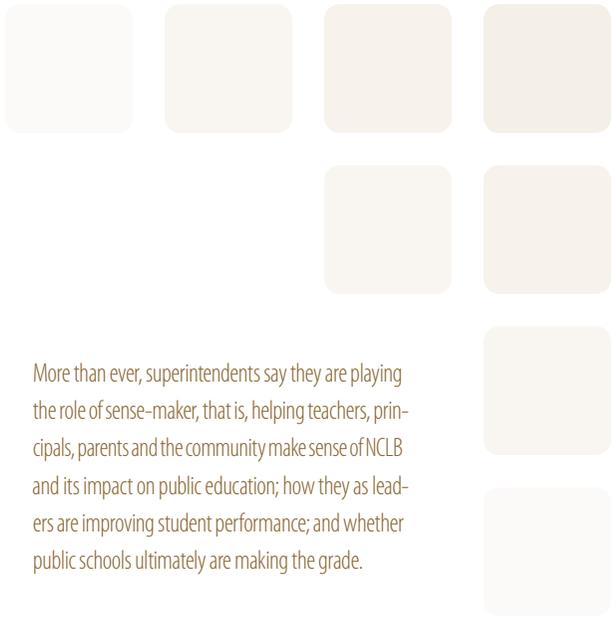
One of the biggest challenges facing today's superintendents is the disconnect between federal mandates and how those mandates are implemented, communicated in their districts and evaluated locally. Some superintendents said they have two accountability systems: No Child Left Behind (NCLB) and a local accountability system that better meets the needs of their students. In Rochester, New York, Superintendent of the Year Rivera uses a different set of data to measure student performance because he said NCLB data is not useful for him and his staff. "I have people in business, on the newspaper editorial board and school board who all support our commitment to performance and how we locally report on school progress."

Communicating about these multilayered and complex accountability systems to parents, staff and the community can send mixed and confusing messages about student performance. For example, State Superintendent of the Year Joan Connolly from Massachusetts noted that a local economist who used Adequate Yearly Progress measures predicted that by 2010, 76 percent of the schools in her state will be underperforming or facing corrective action. "Explaining this to parents while we are seeing dramatic improvements in our schools is difficult," said Connolly. "We can't sound like we are making excuses."

Rivera pointed to another example. One of the high schools in his district is rated 24th in the nation, yet is cited by the state under NCLB regulations. This school was cited because it did not test 95 percent of one subgroup (students with disabilities). However, this school did test 98–100 percent of all other accountability subgroups.

When a school is cited as being in need of improvement, parents must be notified and an explanation must be provided detailing the reasons why the school was identified and what the school will do to address low achievement by its students. Parents could not understand why a school that is 24th in the nation could be cited by the state.

Superintendents agree that today's leadership requires they communicate more than ever before to parents, the community and the media to help them better understand NCLB's implications and to make sense of the seemingly conflicting messages about student achievement and overall school performance.



Some point to the confusion over mixed messages about achievement and seemingly endless tests as reasons parents are increasingly enrolling their children in private schools. The Bibb County School District in Macon, Georgia, has seen 25 percent of the student population leave public schools for private schools with annual tuitions ranging as high as \$10,000 to \$15,000, according to the state's Superintendent of the Year Sharon Patterson. "Parents are buying their way out to private schools," said Patterson. "Among other things, they don't want their kids going to school with disenfranchised kids. They don't want to deal with the mindless NCLB testing issues." Patterson said her district is also seeing a rise in homeschooling.

Still, some superintendents acknowledged that certain aspects of NCLB have prompted them to improve. "We're doing some things better in schools because we were forced to," said Richard Eisenhauer, Nebraska's superintendent of the year, who has since retired. "It's too bad we didn't do that before we were forced to do so."

More than ever, superintendents say they are playing the role of sense-maker, that is, helping teachers, principals, parents and the community make sense of NCLB and its impact on public education; how they as leaders are improving student performance; and whether public schools ultimately are making the grade.

Today's superintendents must have a good sense of humor, too, said Edward Lee Vargas, state superintendent of the year from California, who is now a superintendent-in-residence with the Stupski Foundation in the San Francisco area. "People always ask me, 'Why would you want to be a superintendent? The pay is lousy, the demands are never-ending and there's never enough funding. People are always mad at you. How do you sleep at night?' I always tell them I sleep like a baby. I wake up every two hours crying," quipped Vargas.

Superintendents as Instructional Leaders

In the past, superintendents played more of a management role. Now, their leadership requires a keen understanding of teaching, learning and what works for students. A panel of finalists for National Superintendent of the Year led a conversation with their peers about how today's superintendents view their role in instruction.

While the panelists' strategies as instructional leaders varied from district to district, common themes emerged, many of which mirrored McREL's findings, such as:

- Clearly and regularly communicate expectations for learning and achievement to staff.
- Keep all staff focused on classroom instruction.
- Regularly measure progress toward goals.
- Facilitate meaningful conversations about the role of teachers, principals and superintendents in improving student achievement.
- Model for principals what superintendents expect of them.

In Wilson, North Carolina, Superintendent of the Year Price focuses his leadership staff and teachers on classroom instruction. "The main thing is the teacher," said Price. "We should be the best at instruction, but you can spend a lot of time talking about discipline, safety and other issues and miss instruction altogether."

To ensure his principals, assistant principals, instructional leaders and teachers are all on the same page about what good teaching looks like, Price and his team visit classrooms regularly using 10 questions to guide their observations. Questions for the "classroom rounds" include what evidence is there that instruction has been adjusted to compensate for the students' knowledge? (See "Classroom Rounds: 10 Questions.")

After each team member individually responds to the questions, they talk as a group about what they observed. Those findings are then shared by the principal with each teacher. "What it has done for us is keep instructional improvement at the forefront," said Price. "If we can improve instruction, performance will take care of itself."

Price said his team also expects teachers to be able to say how they know what they were doing in the classroom is on target. How did teachers use diagnostic data to make those decisions about instruction? "We're a 60 percent minority district," said Price. "If our minority kids are not successful, we're not successful."

Superintendent of the Year finalist Patterson uses a similar approach. The Bibb County School District has developed a rubric for what excellent implementation of its "Digi-Blocks" math program looks like. When principals observe teachers in the classroom, they have a specific checklist of what to look for.

School and district leaders also watch closely to see that teachers are using the skills and practices they learned in training. Clear performance expectations are set for teachers that are closely tied to professional development.

For Benjamin Soria, a national superintendent finalist from Yakima, Washington, instructional leadership means facilitating deeper and more

meaningful conversations daily with teachers and principals in the classroom, cafeteria or teacher’s lounge. Discussion questions include do we really believe that all kids can learn? How do we know our students are learning? “We get into some pretty heavy conversations,” said Soria. “You wouldn’t believe some of the emails I get, but I see that as my job — serving as a catalyst for change.”

Soria initiated conversations early into his superintendency about expectations for learning and achievement, while always reinforcing that he, principals and teachers were a team. He also drew from his personal experiences to challenge beliefs about whether all children can in fact learn. As a nine-year-old boy, Soria crossed the border from Mexico into the United States knowing no English, and now he is a superintendent — a humbling experience, he said.

“I tell them, ‘If you truly feel all kids can learn, go back and look at your school data because you will find that that belief is not reflected in the data coming from your schools. I want you to talk to me about this.’” Soria said some staff react with fear about how to turn achievement around, others are quiet and still others nod their heads vigorously in agreement.

To reinforce that all kids can learn, Soria sent several staff members to high-achieving districts with similar student demographics. “They said to me (upon returning), ‘If they can do it, we can do it.’”

The bottom line for these leaders: Everyone must speak in a common language, and learning and evaluation systems must be aligned with a common focus.

Classroom Rounds: 10 Questions

In the Wilson County School District in North Carolina, teams of district and school leaders, including the superintendent, visit classrooms regularly to observe and measure the effectiveness of teaching. Ten guiding questions shape their observations and group discussion:

1. What is the teacher doing?
2. What is the teacher saying and to whom?
3. What are the students doing?
4. What are the students saying and to whom?
5. What kind of student work is in view? Where?
6. Are students engaged?
7. What evidence shows that instruction is informed by prelesson student performance diagnostic data?
8. What evidence exists that instruction is adjusted to reflect the level of student skill and knowledge?
9. What evidence exists that the appropriate standard course of study is being taught?
10. Is the instructional objective posted or otherwise known to the students?

Source: Larry Price, superintendent, Wilson County School District



Innovative and Entrepreneurial Approaches for Public Schools

Increasingly, superintendents are growing more and more entrepreneurial in securing resources, improving learning and providing the best professional development possible for principals and teachers.

Superintendents of the year shared a variety of examples of how they have increased revenue streams for instruction, learning and other budget costs. For example, Superintendent of the Year Keen of the Westfield Washington School District in Indiana laid fiber-optic cable connecting all schools and now leases use of the fiber-optic cable to others. The district also began running the before- and after-school child care programs in its schools. The benefits were twofold: The district was able to infuse more academics into the programs that better complement what children learned in the classroom during the day, and it secured a new and profitable annual revenue stream.

James Anderson, who heads the Los Alamos Public Schools in New Mexico, said his district is getting into the “land development business.” High-value, federal land was transferred to the district, which in turn will lease the land to retail shops and businesses and earn a profit.

Others have implemented performance pay plans, one paid for by a sales tax increase. Another district is delivering instruction to students attending a Catholic school and reaping financial benefit as a result. One district’s partnership with local community colleges has resulted in two years of free courses at those community colleges for students who graduate from high schools in the district.

To combat Yakima School District 7’s high dropout rate (the highest in the state of Washington), Superintendent Soria and his team developed a “student retrieval program,” and hired individuals to track down dropouts. The salary of the “trackers” was tied to finding — and keeping — students in school. Since its inception, the district has returned 600 students to high school and successfully helped other teenagers obtain their GEDs.

Others talked about the success of school-business partnerships. In Green Bay, Wisconsin, Superintendent of the Year Dan Nerad said businesses are involved in the district’s annual Golden Apple Award, which recognizes teachers for innovative practices. Business leaders and educators select the winners together, using a rubric to evaluate the nominees. Nearly 600 education, business and community leaders attend the annual award program. “It has done so much good in terms of building businesses’ support for our schools,” said Nerad.



Conclusion

Across the country, state superintendents of the year are engaging in creative and innovative approaches to learning and instruction. They are succeeding in providing a sound, well-rounded education to students from different walks of life. They are setting goals for student achievement with key stakeholders and regularly evaluating progress. They are pursuing entrepreneurial strategies to increase tight budgets to accomplish their goals. While there are plenty of challenges and obstacles along the way, the mood of superintendents attending AASA's leadership forum in Denver remained upbeat. They are more determined than ever to ensure today's students are well-equipped to compete in a global economy.

2006 State Superintendents of the Year

The National Superintendent of the Year Program is in its 19th year and is co-sponsored by AASA and ARAMARK Education.

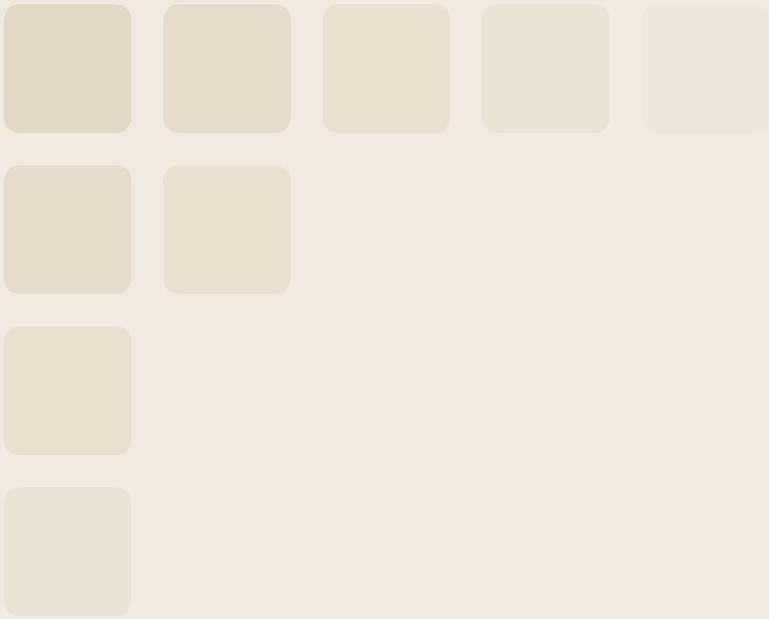
The following superintendents were selected as the 2006 state superintendents of the year:

STATE	SUPERINTENDENT	DISTRICT
AAIE	Robert L. Gross	Singapore American School, Singapore
Alabama	Harold W. Dodge	Mobile County Public Schools, Mobile
Alaska	Harry E. Martin	Ketchikan Gateway Boro School District, Ketchikan
Arizona	Frank Davidson	Casa Grande Elementary School District 4, Casa Grande
Arkansas	Frank Holman	Cabot School District 4, Cabot
California	Edward L. Vargas	Hacienda-La Puente Unified School District, City of Industry
Colorado	Rodney L. Blunck	Brighton School District 27-J, Brighton
Connecticut	David B. Erwin	Montville School District, Oakdale
Delaware	George E. Stone	Cape Henlopen School District, Lewes
Florida	Richard A. DiPatri	Brevard Public Schools, Viera
Georgia	M. Sharon Patterson	Bibb County School District, Macon
Idaho	Greg Godwin	Kellogg Joint School District #391, Kellogg
Illinois	Thomas F. Leahy	Quincy School District 172, Quincy
Indiana	Mark F. Keen	Westfield Washington School District, Westfield
Iowa	Keith H. Sersland	Mason City Community Schools, Mason City

STATE	SUPERINTENDENT	DISTRICT
Kansas	John R. Morton	Newton Unified School District 373, Newton
Kentucky	Stephen W. Daeschner	Jefferson County School District, Louisville
Louisiana	Diane M. Roussel	Jefferson Parish Public School District, Marrero
Maine	Sandra B. Bernstein	Maine School Administrative District 27, Fort Kent
Maryland	Wendell D. Teets	Garrett County Schools, Oakland
Massachusetts	Joan Connolly	Malden City School District, Malden
Michigan	Paula M. Dawning	Benton Harbor Area School District, Benton Harbor
Minnesota	Gary S. Prest	Bloomington Independent School District 271, Bloomington
Mississippi	Earl Watkins	Jackson Public School District, Jackson
Missouri	Hugh A. Kinney	Pattonville School District R3, St. Ann
Montana	Kurt H. Hilyard	Union Gap School District 2, Union Gap
Nebraska	Richard D. Eisenhower	Lexington Public Schools, Lexington
Nevada	Mary Pierczynski	Carson City School District, Carson City
New Hampshire	W. Michael Cozort	School Administrative Unit 80, Belmont
New Jersey	Benedict Tantillo	Pascack Valley Regional High School District, Montvale
New Mexico	James N. Anderson	Los Alamos Public Schools, Los Alamos
New York	Manuel J. Rivera	Rochester City School District, Rochester
North Carolina	Larry E. Price	Wilson County School District, Wilson

STATE	SUPERINTENDENT	DISTRICT
North Dakota	Martin F. Schock	Elgin/New Leipzig Public School Districts, Elgin
Ohio	Rick E. Fenton	Worthington City Schools, Worthington
Oklahoma	Joseph N. Siano	Norman Independent School District 29, Norman
Oregon	Deborah Sommer	Canby School District 86, Canby
Pennsylvania	William D. Stavisky	Greater Latrobe School District, Latrobe
Rhode Island	Rosemarie K. Kraeger	Middletown Public Schools, Middletown
South Carolina	Gerrita Postlewait	Horry County Schools, Conway
South Dakota	Robert L. Arend	Garretson School District 49-4, Garretson
Tennessee	Robert W. Greene	Meigs County School District, Decatur
Texas	Susan S. Simpson	White Settlement Independent School District, White Settlement
Utah	Martell Menlove	Box Elder School District, Brigham City
Vermont	Carl E. Mock	River Vally Technical Center, Springfield
Virginia	Billy K. Cannaday, Jr.	Chesterfield County Public Schools, Chesterfield
Washington	Benjamin A. Soria	Yakima School District 7, Yakima
West Virginia	Ronald Blankenship	Calhoun County School District, Mt. Zion
Wisconsin	Daniel A. Nerad	Green Bay Area Public Schools, Green Bay
Wyoming	Rod R. Kessler	Johnson County School District 1, Buffalo





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