Elementary Principals visit West Ironton Kindergarten School
By: Shelley McGraw and Ann Richards

On November 18th, participants of the Elementary Principal’s Professional Development group from the Ohio University Southern Campus met at West Ironton Kindergarten at the invitation of Shelly McGraw to learn about the Waterford Reading Program.

Several of the program participants are implementing the computer-assisted instruction program in their buildings and others were interested in seeing the program in action. The principals spent about an hour in the lab where they were able to listen in and observe the program in progress.

The mission of the Waterford program is to provide children with the finest education possible through the effective use of technology. “Good readers become successful readers for life. But to travel that path and find the joys and rewards of reading, children must feel motivated to learn. They must be empowered to proceed at their own pace and they must enjoy a supportive reading environment at home.” The program is designed for use at three levels: emergent readers (pre-K/K), beginning readers (grade 1) and fluent readers (grade 2).

The program allows students to work individually on the computer for 15 minutes a day. West Ironton has chosen a lab setting for their program and each class spends an hour per day in the lab.

The students progress through the program at their own pace and are never wrong! The computer gives students options. If the student hesitates

See “West Ironton” on pg. 7

In This Issue...
Elementary Principals Visit West Ironton................... 1
Administrators meet to discuss Special Education ............ 2
Looking to the Future................... 3
Panel Discussion .................. 4
Extravaganza Breaks Out ....... 5
Congratulations! ................. 6
Editor’s Excerpt.................... 6
Treasurer’s Tidbits ................. 6
Book Review ...................... 7
Participant Profile ............... 7
Director’s Message ............... 8

Ohio University Leadership Project has as its purpose the identification, development, and implementation of needed professional development programs for current and aspiring school administrators.
Administrators meet to discuss Special Education

By: Jon Saxton

On November 10, 1999, Secondary Principal Professional Development participants gathered at Ohio University-Chillicothe to discuss recent legislation and litigation in Ohio as it pertains to Special Education. Ellen Frasca, from the Ohio Department of Education, was on hand to lead the discussion. Among the items for discussion was the Parent-Mentor Project. Marla Roundsley highlighted the different ways that parents can become more involved in the Intervention Assistance Team’s (IAT) identification of children with Special Needs. Roundsley has been a part of the process in Ross County and has worked as a liaison between the school and parents to better serve the needs of the handicapped child.

With so many changes and much litigation in the field of special education today, the seminar provided administrators and other school officials with a forum for asking questions and sharing past experiences with special education. According to Asa Bradbury, Principal at Everts Middle School in Circleville, the seminar “helped make me more aware of the law’s restrictions, and provided us with some guidelines to follow in the IEP process.” Frasca reminded administrators of the necessary components of an IEP conference. “It was refreshing to hear directly from the state department, rather than hearing second or third hand” commented James Osborne, Assistant Junior and Senior High School Principal at Paint Valley Local Schools in Bainbridge, referring to some of the procedural changes for special education. The many changes in policies and statutes in recent years have added to the challenges facing secondary administrators.

Among the most encompassing laws is IDEA. Changes as recent as March of 1999 are among revisions to the IDEA. According to Frasca, schools should be receiving the new policy manuals soon with additional training to follow at SERCC centers.

A question and answer session followed the speakers, facilitated by Bill Larson, coordinator of the Ohio University Leadership Project. Of significant interest for many of those in attendance were the procedures for disciplining students who are on IEPs. Frasca reviewed procedures for suspending students beyond ten days, which is quite relevant for those administrators in charge of discipline. Questions regarding special education can be readily answered by relying on the network of colleagues that are a part of the OULP, or by contacting the Ohio Department of Education at 933 High Street, Worthington, Ohio 43085, or by telephone at 614-466-2850. For those seeking more information via the internet, the URL address is: www.ode.state.oh.us/SE.

Jon Saxton is the principal at Amadaclearcreek HS and a participant in the Junior High/Middle and HS Principal’s Professional Development Program.
Looking to the Future

Leadership for Math, Science and Technology:
Morning Session

By: Ann Richards

On December 2, 1999, the Ohio Appalachian Initiative, Project REAL (Rural Education Aligned for Learning), and the Ohio University Leadership Project sponsored a one-day forum focusing on Leadership in math, science, and technology. This extravaganza brought together educational leaders from the state level to the classroom level at the Ohio University Southern Campus.

Roderick Chu, Chancellor, Ohio Board of Regents, began the day discussing higher education and a K-16 partnership. He shared where the State of Ohio is and where it is headed. He displayed facts and figures of other states, what they are doing, and the progress they are making.

Ross Moxley, Senior Fellow, Center for Creative Leadership, spoke on the importance of and role of teamwork in leadership. Moxley stated that though one person generally receives the credit for a major accomplishment, many others have made significant contribution to finish or assist in the completion of the work.

Gil Valdez, Associate Director, North Central Regional Educational Lab (NCREL) addressed the topic of data driven decision making. He explained the need for data and how it can be used to shape the decisions educators make in teaching and learning to improve student achievement.

Steve Henderson, Director, Appalachia Rural Systemic Initiative (ARSI) presented information on inquiry-based instruction. He shared methods of evaluating and where educators and administrators can find instruments designed to evaluate inquiry-based activities.

State Superintendent, Susan Tave-Zelman concluded the morning session by bringing greetings from the state department of education. She presented her goals and visions for the future in the areas of proficiency, student achievement, and leadership. She entertained questions from the audience and addressed the various topics presented from participants.
Panel Discussion

A pre-service teacher, a prominent researcher, and the teacher-in-residence from Governor Taft's office: what do these people have in common? They, along with several others, were a part of a panel discussion to address various issues of leadership in the areas of math, science, and technology.

Susan Bochnovich, Assistant Superintendent of the Mount Healthy CSD and a leader in technology spoke of the importance technology has in schools and the benefits it has to offer to students and teachers alike. Panelists, in order of presentation, included:

Henry Cooke, principal of South Point High School and former math teacher, shared his views and position on testing, the development of tests, and the need for proficiency testing. He has worked on a committee with the state department to develop the new 10th grade Ohio High School Graduation Qualifying Exam.

Cheri Morgan, a pre-service elementary education student at Ohio University expressed how technology is playing a role in her preparation as a future teacher. She addressed how she foresees using technology within her classroom and how she intends to make mathematics meaningful to her students.

Steven Proehl, a national board-certified science teacher at Western High School (Pike Co.) spoke on standards that are being and have been developed to build high achievement for all students in all classrooms. He explained what an observer should see when visiting a standards-based math or science classroom.

Craig Howley, researcher associated with Appalachia Educational Laboratory, explained some of his views and concerns about the rural aspect of education and the role Project REAL is playing in servicing rural districts.
Extravaganza Breaks-Out with Small Group Sessions
By: Tom Suter and Ann Richards

Participants were given the opportunity to select break-out sessions that focused on math, science, and technology. These small group settings allowed participants to learn about various programs and experience first hand what each organization and program does.

Dr. Terry McCullom, Janet Benner, and Randy McClay represented Ohio Systemic Initiative (OSI) - Discovery. There are three components of OSI-Discover: K-12 higher education research and development, discovery, and sustain. Discovery is aimed at improving the quality of in-service mathematics and science teachers and principals through long-term, research-based professional development.

Another session participants attended was provided by Appalachian Rural Systemic Initiative (ARSI) facilitated by Dr. Stephan Henderson, Edwina Campbell, and Al Cote. ARSI is a regional consortium of educators and institutions in six states. The mission of ARSI is to facilitate changes in the educational system of these states that will result in high achievement of all students in mathematics and science. The National Science Foundation provides the funding for this initiative.

Math/Science Showcase: Promising and Exemplary Programs was facilitated by Gil Valdez, Nancy Bertkas, and Cynthia Pattison from North Central Regional Educational Lab (NCREL). This non-profit organization is dedicated to helping schools and the students they serve to reach their full potential. NCREL specializes in educational applications of technology. Their ultimate goal is to help their clients build tools and apply proven practices to create schools where all students can develop their skills and abilities. They draw on the latest research and best practices to strengthen and support schools and communities in order to make this goal a reality.

Linda Hallenbeck, the Teacher-in Residence, Governor Taft’s office provided a session in the newly designed pre-service learning lab. She introduced participants to the Geometer’s Sketchpad® and how technology can effectively be used to improve students’ understanding of math and geometry.

Russ Moxley, senior fellow, Center for Creative Leadership provided Leadership Project participants with a session on leadership. He shared a brief description of his views and entertained questions on the topic from the audience.

We would like to thank each of the facilitators for helping to make this an enjoyable and informative afternoon.
Congratulations and Good Luck!

We express our congratulations and wish each of you the best as you begin your new jobs!

Scott Hiles
Treasurer
Three Rivers Local Schools

Melinda Burnside
Principal
Glenwood HS

Tony Mantell
Superintendent
Clay Local Schools

Bob Harris
Principal
Symmes Valley LSD

Barbara Dever
Career Pathway specialist
Scioto County JVS

Richard Decker
Technology Coordinator
Marion LSD

Treasurer’s Tid-Bits

Five-Year Forecasting:

Professional development opportunities continue to expand in the area of the Five-Year Forecast. OULP would like to continue its efforts to make sure your forecast is consistent, current and credible. We will offer the workshop on Forecasting You Can Live With this spring and again in the fall for those of you who have not had an opportunity to take advantage of this hands-on spreadsheet seminar designed for treasurers by treasurers.

For those of you who have taken the Forecasting You Can Live With seminar, a one-day workshop, Five-Year Forecasting Update, will be offered in the fall to expand the skills learned in last year’s seminar. The focus will be on using an automated procedure to move your forecast data and prepare your spreadsheet for fiscal year 2001. The seminar will also provide you with spreadsheet updates including tax budget, extended forecasting, and multi-county valuation information. There will be some time devoted to analysis and presentation.

SF-3:

Changes, changes, changes – The Treasurer’s Professional Development Program this year has met several times with Ken Taylor and Bill Thompson of ODE to focus on and take an in-depth look at the changes of the State Funding Report. At the last meeting, treasurers were given a handbook providing valuable information regarding the SF-3 report. The discussion will continue with Taylor and Thompson at the next meeting.
**Book Review:**  
*Dealing with Difficult Teachers*  
By: Todd Whitaker

Education Leaders in today's society often encounter teachers and staff members that hold a variety of educational philosophies. Teachers, being human, have a variety of unique personality traits that make the job of an educational leader challenging. In his book, *Dealing with Difficult Teachers*, Todd Whitaker provides non-confrontational, guilt-free strategies to help educational leaders manage the variety of challenges that arise daily when dealing with staff members. Mr. Whitaker's techniques can help educational leaders improve staff dynamics, avoid power struggles, and earn respect from staff members, thus creating an atmosphere that will promote positive change in their buildings.

Whitaker discusses strategies that focus on changing particular negative behaviors. He advocates starting with "looking for the good stuff" and suggests that this task may sometimes be difficult. However, Whitaker stresses that a person who exhibits negative behavior on a regular basis should not be allowed to feel comfortable with that behavior pattern.

Although behavior modification is considered the primary goal, Whitaker indicates that sometimes this is not possible. He concedes that in cases where behavior modification does not occur, educational leaders must look to more decisive measures.

Todd Whitaker, a highly sought after presenter, was formerly a high school and middle school principal. He currently teaches in the educational leadership department at Indiana State University. He also works nationwide with educational leaders to help improve motivation, change, principal effectiveness, school climate, team building, and teacher leadership. His book takes an honest look at some of the more difficult issues confronting educational leaders and offers some very practical tools to help deal with those issues.

Review provided by Dale Lewellen. Dale is a teacher at Oak Hill HS and a student in the OU Rural Principal Preparation Program.

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**PARTICIPANT PROFILE**

OULP would like to introduce Elementary Principal Professional Development Participant:

**Terressa Reep**  
Current Position: Curriculum Supervisor  
Westfall LSD, Pickaway ESC

Career Sketch: 5th grade teacher, OU instructor, Reading Recovery, Literacy Collaborative Coordinator, Early Literacy Inservice Provide, National Board for Professional Teaching Certificate.

What I enjoy most about education: observing young children learn to read and write.

Management Philosophy: Lead by example.

Accomplishments I am most proud of include raising two children and influencing OUC education majors.

The hardest lesson I ever had to learn was that things aren't always as they appear on the surface.

Hobbies/interests: Reading and travel.

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**West Ironon**  
Continued from pg. 1

or needs assistance, options are deleted and the right answer is given.

As students work through their program, they are encouraged to print out the books they are reading/working with for reinforcement at home. Certificates are printed for the student at the end of each mastered concept.

Teachers/parents may listen in on a second set of headphones to monitor student progress and can print out progress reports on daily, weekly, or monthly basis to see how the individual as well as the class is doing.

The only drawback most principals could see is the cost. West Ironon and several other schools have used Ohio Reads Grant funds to cover the cost of the program.

Shelley McGraw is a Principal-Teacher at West Ironon Kindergarten.
From the Director

Hi Readers:

Does the drinking glass appear to you to be half-full or half-empty? Does it seem to you that we currently are in the middle of winter with all the “nasties” of the season, or does it seem like a period when daylight is increasing by nearly two minutes each day and spring is just around the corner? Do you perceive it to be a period in the history of education in which schools are bombarded and overwhelmed with problems? Or, is it a period when good-spirited school leaders are addressing the challenges and providing direction for a brighter tomorrow? Which are your choices?

You may understandably react that, in each of the situations cited, both of the choices seem viable. I would agree. But, in the third situation, you and I really only have one “useful” choice. The students in our schools need for us to take the brighter and more constructive perspective. If we take the other path, there is less hope for their futures.

While there are problems to bemoan about the state of schools and their communities, really able people, in my opinion, are working toward a level of excellence never even dreamt of in the past. For example, schools facilities to which no student should be sent are being refurbished and replaced. And more importantly, we are beginning to witness a much-needed improvement of the overall level of the commitment to academic achievement among administrators, parents, school boards, students, and teachers.

The improvements are occurring because school-communities are beginning to discuss and identify their strengths and deficiencies. As a result, efforts are being taken to build upon the former and to address and correct the latter. Unfortunately, there has been a tendency, in the past, to act as if everything were “OK”, or as Garrison Keillor would say, all the children were “above average”. While there are many successes upon which to build, everything has not been “OK”.

The Ohio University Leadership Project is committed to building upon its successes, addressing its deficiencies, and improving the manner that professional development programs are provided for school leaders. Your input is solicited and would be appreciated. Please contact me at larsonw@ohio.edu with your suggestions.

Until then —

Bill Larson

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