



Transitions Conference supports schools districts and students at critical step

“...The transition from elementary to middle or middle to high school tends to destabilize many students, requiring them to re-establish their sense of identity in a more demanding environment. Studies show that these school transitions put our students at risk..”

All students entering ninth grade are considered “at-risk”. An article in “The School Administrator” sites research that “identified 9th grade as the most critical point to intervene and prevent students from losing motivation, failing and dropping out of school. In school systems with full-blown transition programs, the researchers found the 9th grade transition programs had a significant impact on the number of student dropouts—an 8 percent dropout rate at schools with such a program versus a 24 percent rate at those without.”

CASDA is pleased to announce a full-day professional development conference devoted to the critical issues surrounding this transitional period.

Ensuring Student Success: A Transitions Conference, will be held on Friday, February 9, 2007, at the Century House in Latham.

Organized to respond to school district requests, this conference will inform, encourage and support your district’s transition team. School counselors, administrators, and teacher/advisors are encouraged to attend, learn and share ideas about programming, mentoring, student/teacher buy-in and character education in regard to transitioning students.

Two plenary sessions will address key issues. “Drop-out Prevention Programs” will open the conference and be presented by Rebecca Gardner. “Successful Student Transitions Take Character,” presented by Paul D. Failla, will conclude the day. Between the two, attendees will select from five workshops that spotlight successful local programs that meet the needs of urban and suburban school districts.

Educators that are passionate about seeing students succeed in the transition from elementary to middle or middle to high school need to attend this important event.

To facilitate teams from districts, CASDA is offering a special discount for groups of 6 or more from a CASDA-member school district. To see complete details, turn to page 4.

Save These Dates!

Tuesday, December 12, 2006
Issues in Education After-School Series
(Restorative Justice)

4:00 PM Cap Reg BOCES

Wednesday, December 13, 2006
Supervisors of School Buildings &
Grounds

8:30 AM, Malta Diner

Thursday, December 14, 2006
School Transportation Supervisors
Italian American Community Center

Wednesday, December 20, 2006
School Business Officials
Comfort Inn & Suites, Clifton Park

Tuesday, January 9, 2007
School Nurse After-School Workshop
Autism and the School Nurse
Columbia Greene Community College
4:00 PM

Wednesday, January 17, 2007
School Business Officials
Comfort Inn & Suites, Clifton Park

Wednesday, January 17, 2007
Supervisors of School Buildings &
Grounds: Filter Certification Training
9:00 AM, CASDA Conference Room

Thursday, January 18, 2007
School Transportation Supervisors
Italian American Community Center

Tuesday, January 23, 2007
Issues in Education After-School Series
(Professional Learning Communities)
4:00 PM Cap Reg BOCES

Tuesday, January 23, 2007
CDWA Dinner Meeting
4:30 PM Italian American Community
Center

See page 6 for more dates



www.casdany.org

Visit us online for
the most current news
and program updates.



WRITER'S FORUM

Lisa Patierne

*Administrative Dean of Students, 9th Grade
Guilderland Central School District*

Process of Positive Transition Ensures Student Success

In August of 2004, Guilderland High School hired me as their Administrative Dean of Students for 9th grade. My main responsibility was to work with the 9th graders (all 500 of them) and help them successfully transition from middle school to high school. I immediately began researching transition programs across the country and compiling the literature and the research.

According to that information, as young adolescents transfer from middle school to high school, many experience a decline in grades and attendance. They view themselves more negatively and experience an increased need for friendship. It is at this point that research suggests students need to make a connection with the school and get locked in during their first year in high school. As the 9th Grade Dean of Students, it was my responsibility to assist with this process. I worked very hard to connect with students on different levels, as well as with teachers and parents. Through the process of making those connections, I was able to recruit a wonderful group of people, including parents, teachers and students to read the literature and begin looking at what was already in place at Guilderland High School and creating new ideas and activities based on the information we had read.

One of the first initiatives the 9th Grade Transition Team opted to tackle was the restructuring of 9th grade advisories. According to the literature, and the initiatives that high schools around the country are embracing, including Breaking Ranks II, building a strong sense of community and creating a personalized experience for every student is a key factor to a student's success. Some of the research indicated that high schools that include grades 9-12 present the greatest problem for 9th graders. Transition is tough because they find themselves struggling to navigate large, impersonal, and competitive environments. At Guilderland High School, and in many other school districts, 9th graders come from teams in the middle school where they have a home base and a tight knit community, to a large competitive envi-

ronment that could be seen as impersonal. Although they enter 9th grade with high aspirations, many lose self-confidence by their first report cards.

Many 9th graders told researchers their major difficulty was figuring out how to study and manage time. Based on that information, the 9th Grade Transition Team worked to restructure 9th grade advisories in such a way that every freshman would have the opportunity to feel connected to at least one adult in the building, as well as to some upper classmen. The upper classman, known as ATPs (Advisory Transition People), have received leadership training and work in conjunction with the advisory teacher to design and implement activities that will build community amongst the freshmen, help with study skills and time management skills, work on character education, and most importantly connect the 9th graders to the high school.

Further, according to the literature, a positive transition experience sets the tone for not only the year, but for a student's entire academic career. However, in order to be

effective, transition programs need to be more than an hour long orientation; they should be a process. In fact, the more extensive and supportive the transition program, the more people that are involved, especially parents, the more likely students are to complete high school successfully. Successful transition programs bring middle school and high school administrators, counselors and teachers together to learn about programs, courses, curriculum, and requirements. We have successfully made the 8th to 9th grade transition a process at Guilderland Central School District. We have an 8th to 9th Grade Transition Committee that is made up of both middle school and high school teachers, counselors, administrators, and parents. Our purpose is to address the academic and personal developmental needs of students by designing transition activities that facilitate the ease of transition from the middle school to the high school.

Finally, research shows that establishing relationships leads to higher academic achievement, and personalization

“...Building a strong sense of community, and creating a personalized experience for every student is a key factor to a student's success.”

Writer's Forum

Continued from page 2

increases attendance, decreases drop out rates, and decreases disruptive behavior. Not only are we trying to establish relationships with students, but we are trying to establish positive relationships with parents as well. When parents are involved in the high school transition, they tend to stay involved, and students whose parents are involved have higher academic achievement, are better adjusted, and are less likely to drop out.

Based on that, we expanded our orientation to get parents and students involved and connected. We held a "Welcome to High School Celebration." Every Freshman and their parents were invited to attend the evening. At the event, a D.J. set a festive tone. A Club Fair was arranged, where all of the clubs were represented so parents and students could see what extra curricular activities are available. We served popcorn, snow cones, and our own GHS principal, Mike Piccirillo, grilled hot dogs to be sold. Parents and students mingled with each other, the administrators, counselors, and teachers that were available. Parents went to the auditorium for a presentation, and students went to their advisory rooms where activities were planned. It was a very successful evening and parents, as well as students, gave extremely positive feedback.

We believe it is extremely important to include parents and to help them feel a part of the high school community. We are looking into creating a Parent University, where we will offer opportunities for parents to come into the school in the evening for speakers or other activities that would benefit them.

Guilderland Central School District is committed to helping students successfully transition from middle school to high school. We are now in the process of collecting data, in order to evaluate our program.

The programs mentioned are just a few of the ways we are working to help students have a successful 9th grade experience. We will be presenting this information in more detail, as well as other transition activities, at CASDA's Transitions Conference: Ensuring Student Success, to be held on February 9, 2007 at the Century House.

Transitions Conference: ENSURING STUDENT SUCCESS Friday, February 9, 2007 8:30 am - 3:00 pm

Century House, Latham, NY

For more information and directions, visit

www.casdany.org

Program notes and workshop descriptions

Workshop 1

Syracuse City School District—AVID Program: Advancement Via Individual Determination

Michael Schmidt and Michael Robbins

The Mission: AVID is designed to increase school wide learning and performance. The mission of AVID is to ensure that all students, and most especially the least served students in the middle capable of completing a college preparatory path:

- Will succeed in rigorous curriculum
- Will enter mainstream activities of the school
- Will increase their enrollment in four year colleges and
- Will become educated and responsible participants and leaders in a democratic society.

The purpose of the AVID program is to restructure the teaching methods of an entire school and to open access to the curricula that will ensure four-year college eligibility to almost all students.

Michael Schmidt is Director of High Schools, Syracuse City School District and Michael Robbins is AVID District Director.

Workshop 2

Bethlehem Central School District—Ensuring Student Success from One Level to the Next

John Piechnik and Dr. Michael Tebbano

This session will present information and recommendations for educators to consider as we look to ensure the success of our students, transitioning from one level to the next. Review of best practice from around the state, as well as successful transition models occurring within the Capital District Region, will be reviewed. The purpose of the AVID program is to restructure the teaching methods of an entire school and to open access to the curricula that will ensure four-year college eligibility to almost all students.

John Piechnik is a recently retired Social Studies Supervisor at Bethlehem CSD for 17 years. His interest in transition programs came about from a sabbatical he completed as a member of the Bethlehem staff. From this study he worked to develop major changes to transition procedures within the district.

Dr. Tebbano is currently the Assistant Superintendent for Educational Programs and Instruction for Bethlehem CSD. Before this post he served as Principal of Bethlehem High School. He has worked with John in developing the transition programs for the district.

Continued on page 4

Transitions Conference

continued from page 3

Workshop 3

Rensselaer City School District—Student Activities for Successful Transitions

A review of best practice from a small city school district that has experience in implementing various types of programs for it's students to transfer into 6th grade as well as into 9th grade. This session will look at program results and how to use community resources to aid in programming for students.

Michael Dawkins has served as Rensselaer High School Principal for many years and implemented the program currently in use for student transitions. Jennifer Drautz is the Assistant Principal for the Junior/Senior High School.

Workshop 4

Guilderland Central School District - The Student Experience in Transition Programs

To address a need for more personalization and to support the transition from 8th to 9th grade, Guilderland HS staff formed a 9th grade transition team, reviewed the research, and implemented a transition program which includes a 9th grade advisory program, mentoring, student/parent centered events, and a large scale 9th grade student/parent orientation.

Lisa Patierne is a 9th grade Dean at Guilderland High School. She is bringing students and teachers from the 9th grade transition team to aid in explaining the many facets and stages involved in the process of creating a successful transition program.

Workshop 5

Schenectady City School District - Implementation of a High School Transition Program: The Nuts and Bolts of Making it Work

A review of best practice from a large city school district that has experience in implementing various types of programs for it's students to transfer into 6th grade as well as into 9th grade.

Mary Milford is a reading specialist and AIS consultant, Lori Beza is an NBCT and currently teaches in the high school, Meghan McCarthy is a teacher in English and on the National Honor Roll's Outstanding America Teachers (05-06).

SAVE when you register six or more!

CASDA-affiliated member schools may take the following registration fee discount:

6-10 registrants	\$85 per person	Save 15%
11-15 registrants	\$75 per person	Save 24%
16+ registrants	\$69 per person	Save 30%

All registrants must be from the same district

For Administrators and School Transition Teams
Transitions Conference: ENSURING STUDENT SUCCESS
FRIDAY, FEBRUARY 9, 2007

Century House, Latham, NY

Reserve space for yourself and your team by registering now! Please include contact information for your lead person (1) below.

COST: \$99 per person for CASDA member schools.
\$198 per person for non-member schools.

The fee covers conference registration for sessions, materials, lunch and gratuities. * Please let us know if you have special dietary requirements.

DEADLINE: Friday, February 2, 2007

Please submit this form, or download registration at www.casday.org.
Note: Reservations made and not cancelled by February 2 will be billed as made.

School District _____
Please print or type

	Participant	Position	Session I	Session II
1	_____	_____	_____	_____
SCHOOL:	_____			
PHONE:	_____	EMAIL:	_____	
2	_____			
3	_____			
4	_____			
5	_____			
6	_____			

Please indicate your session preferences with the corresponding number from the workshop descriptions.

CASDA is not liable for registrations made by unauthorized staff. All registrations are considered valid unless restrictions are made to CASDA in writing from a school district. Please submit a purchase order number with your registration if your district requires it.

Check enclosed Bill the district PO Number: _____

Reservation Deadline: February 2, 2007

Return this form to: Capital Area School Development Association,
The University at Albany, East Campus, Five University Place, A409,
Rensselaer, NY 12144

Questions? Call 518-525-2680 Fax: 518-525-2689

C O M M E N T A R Y

A Must Read for Educators: Sixteen Trends

By Jeff McLellan
Executive Director, CASDA

The vast majority of educators, teachers and administrators alike, are giving little thought to the global aspect of education in the future. The testing frenzy of the past few years has school district and building leaders more focused on scores printed in the newspaper and comparing themselves to a neighboring district than getting at the real issue facing U.S. schools today.

Students currently in their elementary school years will be competing for jobs with applicants from around the world, not just from their local area. Educators need to understand what global changes are occurring today and begin to prepare for those changes in the classroom and our communities.

Trend 1: For the first time in history, the old will outnumber the young.

Trend 2: Majorities will become minorities, creating ongoing challenges for social cohesion.

Trend 3: Social and intellectual capital will become economic drivers, intensifying competition for well-educated people.

Trend 4: Technology will increase the speed of communication and the pace of advancement or decline.

Trend 5: The Millennial Generation will insist on solutions to accumulated problems and injustices, while an emerging Generation E will call for equilibrium.

Trend 6: Standards and high-stakes tests will fuel a demand for personalization in an education system increasingly committed to lifelong human development.

Trend 7: Release of human ingenuity will become a primary

responsibility of education and society.

Trend 8: Continuous improvement will replace quick fixes and defense of the status quo.

Trend 9: Scientific discoveries and societal realities will force widespread ethical choices.

Trend 10: Common opportunities and threats will intensify a worldwide demand for planetary security.

Trend 11: Polarization and narrowness will bend toward reasoned discussion, evidence, and consideration of varying points of view.

Trend 12: As nations vie for understanding and respect in an interdependent world, international learning, including diplomatic skills, will become basic.

Trend 13: Greater numbers of people will seek personal meaning in their lives in response to an intense, high-tech, always on, fast-moving society.

Sixteen Trends by Gary Marx (Educational Research Service, 2006) provides an insight on future trends and their profound impact on our future. His book provides a basis for professional discussions regarding changes that are happening today that will affect instruction for the next 5-30 years.

The sixteen trends are:



Trend 14: Understanding will grow that sustained poverty is expensive, debilitating, and unsettling.

Trend 15: Pressure will grow for society to prepare people for jobs and careers that may not currently exist.

Trend 16: Competition will increase to attract and keep qualified educators.

The book may be purchased online at www.ers.org. A closing quote from the Foreword:

“However you use them, we hope the points made within these pages will ignite interest that challenges the status quo and encourages imagination.”

John M Forsyth
President and Director of Research
Educational Research Service

Upcoming Events

Continued from page 1

Workshops and Meetings

Wednesday, February 6, 2007

Seminar Series for New Principals and New Assistant Principals Part 3 of 5 Communication

8:00 - 10:00 AM

Comfort Inn and Suites, Clifton Park

Additional dates in the series

4. 3/29/07 Organization

5. 4/24/07 Accountability

Principals' Luncheon Series

All meetings are held at the Century House, Latham, from Noon - 2:00 PM

Jan. 30, 2007 Elementary School

Feb. 2, 2007 Middle School

Feb. 27, 2007 Assistant
Elementary

Mar. 1, 2007 High School

Mar. 21, 2007 Assistant Middle
& High School

SAVE THE DATE!

Teacher Observation/Evaluation for Improved Professional Practice

(Danielson Model)

CASDA Conference Room

Feb. 6-7, 2007 Part 1

July 24-25, 2007 Part 2

Transitions Conference:

Ensuring Student Success 2007

Friday, Feb. 9, 2007

9:00 AM Century House

Conference for Library Media Specialists and Administrators

Friday, March 30, 2007

9:00 AM Century House

CASDA Annual Meeting and Awards Dinner

Thursday, April 19, 2007

5:30 PM Century House

Potential Administrators' Conference

Friday, April 27, 2007

9:00 AM Century House

CDCA College Fair

Wednesday, May 2, 2007

Hudson Valley Community College

Issues in Education After-School Symposium

This new series of workshops, designed for all interested members of the education community, continues in 2007.

Time: 4:00-6:00 PM

Place: Capital Region BOCES

Fee: \$25 per person, per session, CASDA members

Seminar VI January 23, 2007

Professional Learning Communities

Jeff McLellan, Executive Director, CASDA

Seminar VII February 13, 2007

Multi-Cultural Awareness

Linda Jackson Chalmers

Seminar VIII March 20, 2007

The Research on Data Analysis

Dr. Katheryn Schiller

Seminar IX April 17, 2007

School Bullying

Dr. Amanda Nickerson, NCSP

Seminar X May 8, 2007

Getting Along with Difficult People

Nancy Andress and Kathy Oboyski-Butler

For more information on this series

and all CASDA programs, visit

www.casdan.org.



School of Education Opens Pathways Into Education Center

The first of its kind on the University at Albany campus, the Pathways Into Education (PIE) Center is a new way to assist prospective students interested in School of Education programs. The PIE Center will provide the best and most accurate information for those interested in pursuing careers in education.

The PIE Center is the central location for undergraduates and other prospective students seeking information about and assistance with the undergraduate Education Studies Minor, teacher certification, and graduate-level education programs. The PIE Center will offer events to help students prepare for the job-hunting process, such as the Hudson Mohawk Education Expo Job Fair, Resume Writing Workshops, and Job Interviewing Tips & Information Nights. Additionally, the PIE Center staff assists students in applying for teacher certification through TEACH, the new online certification application process recently launched by the New York State Education Department.

Dr. Ginny Goatley, Associate Dean for Professional Studies, oversees the operation of the center and assists with various PIE events and teacher certification issues. The PIE Center staff includes individuals from across the School of Education who serve both current and prospective students. Jennifer Hogan, the Director of the PIE Center, and Heidi Audino provide general information about the School of Education's programs. Jennifer also advises non-matriculated students who have not yet selected a specific graduate program and Heidi also advises non-matriculated Reading students. Sedef Uzuner advises students in the Dept. of Educational Theory and Practice and provides information about its programs. The PIE Center also coordinates EDU 390, Community Service in Education, a course in which students volunteer in any number of educational settings in the Capital Region.

For more information about the Pathways Into Education (PIE) Center please visit their web page http://www.albany.edu/education/pie_center.html

Spotlight on Research

Research Summary: School Approaches to Preventing and Reducing Violence

By **Amanda B. Nickerson, Ph.D.**, Assistant Professor, University at Albany, Division of School Psychology, SUNY

School violence is a pressing issue facing educators, parents, and society as a whole. Although students are safer at school than away from school, and homicides, thefts, assaults, and other violent crimes have been on the decline since the early 1990s (DeVoe, Peter, Noonan, Snyder, & Baum, 2005), even one act of violence is cause for concern.

This article describes a series of studies I have conducted with support from the American Educational Research Association. These studies examined data from the national sample of 2,270 principals who completed the National Center for Education Statistics' School Survey of Crime and Safety (SSOCS). In these studies, I sought to answer three primary questions: (a) What are the school, student, and neighborhood characteristics that predict schools' use of different strategies to prevent and reduce violence? (b) To what extent do the approaches assessed by the SSOCS to prevent and reduce violence assess theoretically and empirically distinct constructs? (c) To what extent do distinct violence prevention and intervention approaches predict the incidence of crime and disruption in schools, after accounting for the influence of demographics?

In examining the first research question, we (Nickerson & Spears, in press) found that that large, urban schools used a variety of approaches to prevent and reduce violence, such as hiring security, implementing violence prevention programs, and conducting parent training. Rural schools used corporal punishment and suspension without services more often than schools in other locations. Schools serving students from economically deprived environments were more likely to use security, random metal detector checks, and corporal punishment, regardless of neighborhood crime levels. A greater

number of mental health professionals predicted the use of violence prevention programs, student involvement in resolving problems, and parent training.

In the second study, we (Nickerson & Martens, 2006a) used exploratory and confirmatory analyses to identify four distinct approaches that schools use to prevent and reduce violence, as measured by the SSOCS: (a) Security/Enforcement (security cameras, presence of law enforcement, transferring, removing, or suspending students), (b) Crisis Plans (written school plans for dealing with crises such as shootings, riots, bomb scares, and natural disasters), (c) Educational/Therapeutic (formal violence prevention programs, teacher training, and parent involvement), and (d) Control (use of metal detectors, strict dress codes, and clear book bags).

The third study (Nickerson & Martens, 2006b) involved examining the extent to which three of the previously identified approaches (Security/Enforcement, Educational/Therapeutic, and Control) predicted the incidence of crime and disruption in schools after accounting for the influence of demographic variables. Demographic characteristics (e.g., larger enrollment, greater percentage of students receiving special education, school location, neighborhood crime) predicted crime, disruption, or both. After accounting for demographic influences, Security/Enforcement (e.g., law enforcement, suspensions) significantly predicted the incidence of crime and disruption, indicating that schools that used these Security/Enforcement procedures were actually more likely to report incidents of crime and disruption, even after accounting for demographics.

In sum, this research has helped to frame the issue of preventing school violence and crime in its larger contextual framework. The adoption of

restrictive approaches to violence is linked with students' race, ethnicity, and socioeconomic status. In addition, there is preliminary evidence to suggest that some of the practices that have been embraced for coping with violence, such as hiring law enforcement personnel, installing security cameras, and suspending and transferring students, are related to increases in crime and disruption.

School leaders and policymakers should critically analyze this and other research to make informed decisions about approaches schools should implement to address this issue. A next important step in this research is to develop tools for schools to reliably describe the approaches they use, the fidelity of their use, and the extent to which different approaches predict the incidence of violence.

Author Note: This research was supported by a grant from the American Educational Research Association which receives funds for its "AERA Grants Program" from the National Science Foundation and the National Center for Education Statistics of the Institute of Education Sciences (U.S. Department of Education) under NSF Grant #REC-0310268. Opinions reflect those of the authors and do not necessarily reflect those of the granting agencies.

References

- DeVoe, J. F., Peter, K., Noonan, M., Snyder, T. D., & Baum, K. (2005). Indicators of school crime and safety: 2005 (NCES 2006-001/NCJ 210697). U.S. Departments of Education and Justice. Washington, DC: U.S. Government Printing Office.
- Nickerson, A. B., & Martens, M. P. (2006a). An exploratory and confirmatory analysis of the School Survey on Crime and Safety. Manuscript submitted for publication.
- Nickerson, A. B., & Martens, M. P. (2006b). School violence: The influence of control, security/enforcement, educational/therapeutic strategies, and demographics. Manuscript submitted for publication.
- Nickerson, A. B., & Spears, W. H. (in press). Influences on authoritarian and educational/therapeutic approaches to school violence prevention. *Journal of School Violence*.

Shenendehowa Pilots New Hybrid School Buses

DEPOSIT, N.Y. (Oct. 9, 2006) - Fuel prices that are significantly higher than they were at this time last year are providing an education to school officials this school year. The higher fuel costs are causing many districts to re-evaluate school bus routes and reduce extra-curricular trips. Help is on the way, as three new hybrid school buses — expected to improve fuel efficiency by up to 40 percent — are scheduled to enter service in New York within the next several months.

Shenendehowa Central School District will be the first in the nation to test the new hybrid school bus, which was officially unveiled in Albany in July by IC Corporation, the nation's largest school bus manufacturer. The New York Power Authority (NYPA) will also be receiving two hybrid school buses. The New York State Energy Research and Development Authority (NYSERDA) and the NYPA are each providing \$110,000 toward the purchase of these hybrid-electric buses.

New York is one of 11 states to receive hybrid school buses under a bid from Advanced Energy, a non-profit consortium of school districts, state energy agencies and student transportation providers around the country.

“Hybrid technology is a very exciting development for the industry,” said Peter Mannella, Executive Director, New York Association for Pupil Transportation (NYAPT). “It can address the issues of increasing fuel costs, diesel emissions and dependence on foreign oil. Our intent is to showcase the hybrid bus at several schools as a learning opportunity for school bus drivers, mechanics, school administrators, school boards, parents and students.”

In addition to Shenendehowa’s unit, one hybrid bus will be on loan to the NYAPT and the third will be in service with the New York State Contractor's Association for demonstration and testing purposes throughout the state.

The hybrid system, developed by Enova Systems, couples a diesel engine with an 80-kilowatt powertrain, incorporating a transmission, batteries and an electric motor. The system recovers kinetic energy during regenerative braking, charging the batteries while the bus is slowing down. This provides additional power for acceleration, making the hybrid buses ideal because of the frequent starting and stopping of the bus.

Your school district can find out more about ordering hybrid school buses by visiting www.IC-Corp.com or www.hybridschoolbus.org.

This report was provided as a press release by IC Corporation and Leonard Bus Sales, Inc.

STAFF

JEFFERY McLELLAN
Executive Director

BETSEY SCHÜHLE
Associate Director

THOMAS ANTIS
Assistant Director

KAREN DOCKAL
Office Manager

MARGARET NEISSEN
Administrative Assistant

RAYMOND O’CONNELL
Service Professor in the Department of Educational Administration and Policy Studies/CASDA

EXECUTIVE COMMITTEE 2006-2007

PAUL WILLIAMSEN, Chair
Superintendent, *Wells Central*

MARK VILLANTI, Vice Chair
Superintendent, *Duanesburg Central*

GREGORY AIDALA
Superintendent, *Guilderland Central*

JAMES BALDWIN
District Superintendent, *Questar III*

KEVIN BAUGHMAN
Superintendent, *Niskayuna Central*

TERRANCE BREWER
Superintendent, *East Greenbush Central*

DANIEL CONNOR
Superintendent, *Gloversville Enlarged*

CHARLES DEDRICK
Superintendent, *Cohoes City*

CHERYL DUDLEY
Superintendent, *Greenville Central*

DOUGLAS HAMLIN
Superintendent, *Schodack Central*

JOHN McGUIRE
Superintendent, *Greenwich Central*

DANIEL RUSSOM
Superintendent, *Oppenheim-Ephratah Central*

MAUREEN VANBUREN
Superintendent, *Fort Ann Central*

For the University

SUSAN PHILLIPS, Dean
School of Education, University at Albany

ALAN WAGNER, Chair
EAPS Department, University at Albany

DANIEL L. WULFF, Professor
Biological Studies, University at Albany

CASDA Insights is published by

Capital Area School Development Association

University at Albany, East Campus

5 University Place—A409

Rensselaer, NY 12144-3427

Phone: 518-525-2680 **Fax:** 518-525-2689

Email: jmclellan@uamail.albany.edu

Past issues may be viewed on our website.

Website: <http://www.casdan.org>