

# Mary Kamerzell

## Professional Experience

1996-Present	<b>Superintendent</b> Catalina Foothills Unified School District #16, Tucson, Arizona
1990-1996	<b>Superintendent</b> Gering Public Schools, Gering, Nebraska
1986-1990	<b>Assistant Superintendent for Personnel and School-Community Relations</b> North Platte Public Schools, North Platte, Nebraska
1984-1986	<b>Elementary Principal, McKinley School</b> North Platte Public Schools, North Platte, Nebraska
1972-1984	<b>High School French Teacher and Department Chair</b> North Platte Public Schools, North Platte, Nebraska
1972-1982	<b>Radio Broadcaster, KAHL-KELN Radio Stations</b> North Platte, Nebraska

## Education

Ph.D.	Administration, Curriculum, Instruction University of Nebraska-Lincoln, May 1994
Ed. Spec.	Educational Administration Kearney State College, Nebraska, August 1983
M.A.	Educational Administration Kearney State College, Nebraska, August 1982
B.A.	Music and French (double major) Concordia College, Moorhead, Minnesota, December 1971
Diploma	Fargo South High School Fargo, North Dakota, May 1968

## Professional and Community Involvement (Select Listing)

***Pima County Business and Education Roundtable***, Tucson, Arizona, co-chair, Policy Action Team, 2001-Present. Business and school district CEO's committed to strengthening K-12 public schools in greater metropolitan Tucson and the state of Arizona through political/legislative action and educational program support.

***Pima County Collaborative***, Tucson, Arizona, 1996-Present. A legislative action group of local school superintendents and governing board members; co-chair, 2000.

***Casa de los Ninos***, Board of Directors, Tucson, Arizona, 1999-2002; 2004-2006. A residential shelter and outreach/advocacy program to prevent, intervene, and treat child abuse and neglect.

***P-20 Council***, Tucson, Arizona, 1998-Present. A group of local school superintendents, the University of Arizona president, other university officials, and community college representatives dedicated to creating a seamless PreK-20 education system in southern Arizona.

***Superintendent's Advisory Council***, 2003-Present. A select group of Arizona superintendents who advise Arizona's Superintendent of Public Instruction.

***Tucson Chamber of Commerce***, State Government Committee, 1998-2001.

***Executive Women's Golf Association (EWGA)***, Old Pueblo chapter, Tucson, Arizona, 1997-Present; president, 2001.

***Rotary Club of Tucson Sunrise***, Tucson, Arizona, 2000-Present; Vocational Service chair, 2004-2006.

***Desert Leaf***, a Catalina Foothills area newspaper, Tucson, Arizona. Author of monthly articles on educational topics, 1996-Present.

***Arizona School Administrators***, Phoenix, Arizona, Legislative Committee, 1996-Present; co-chair, 2000-Present.

***Catalina Foothills School District Foundation***, Board of Directors, 1996-Present.

***Nebraska Accountability Commission***, appointed by Governor Nelson, 1992-1996. Addressed LB245's requirement to develop curriculum frameworks and assessments for Nebraska's K-12 educational program.

***Scottsbluff-Gering Rotary Club***, Scottsbluff, Nebraska, 1990-1996.

***Scottsbluff-Gering United Chamber of Commerce***, Board of Directors, 1990-1993.

***Scottsbluff-Gering United Chamber of Commerce***, Business and Government Council, 1995-1996.

***Leadership Scotts Bluff***, Board of Directors, 1990-1993. Regional program to develop community leadership.

***University of Nebraska-Lincoln***, Board of Visitors, 1993-1996. Advisory group to the university chancellor.

***Gering Public Schools Foundation***, Board of Directors, 1990-1996.

***Nebraska Commission on Child Protection***, appointed by Governor Nelson, 1990-1993. A group charged to recommend ways to overhaul the state child welfare system.

***Nebraska Council on Economic Education***, Trustee, 1990-1995.

***Nebraska Special Education Advisory Council***, appointed by the State Board of Education, 1990-1995.

***Nebraska State Advisory Council for the Education of Gifted Children***, 1989-1994.

***Nebraska Committee for Foreign Language and International Education***, Nebraska Department of Education, 1993-1996.

***Chadron State College***, adjunct professor, 1993-1996.

***Kearney State College***, adjunct professor, 1986-1990.

***Nebraska Job Training Council***, appointed by Governor Orr, 1989-1991.

***Nebraska Futures, Inc.***, Board of Directors and Executive Committee, 1987-1990. A project to move Nebraska to economic change in the future.

***Nebraska Department of Education***, Approval and Accreditation, External Evaluator, 1985-1996. Chaired external visits to Nebraska schools.

***North Platte Rotary Club***, North Platte, Nebraska, 1987-1990.

### **Recognitions, Professional and Community Memberships**

***2005 Arizona Superintendent of the Year***. Program sponsored by the American Association of School Administrators; represented Arizona in the National Superintendent of the Year Program, San Antonio, February 2005.

***2005 Woman of Influence***. Program sponsored by *Inside Tucson Business*. One of 10 honorees.

***2003 All Arizona Superintendent of the Year***. Program sponsored by the Arizona Schools Boards Association and the Arizona School Administrators; nominated by the Catalina Foothills School District Governing Board.

***Outstanding Nebraskan in Southern Arizona***. Program sponsored by the Southern Arizonans for Nebraska, alumni group of the University of Nebraska, February 2006.

***University of Nebraska's "Notable 90."*** Recognition as one of 90 notable graduates of the Teacher's College in honor of its 90<sup>th</sup> birthday, 1998.

***University of Nebraska-Kearney Leaders in Education and Service (UNKLES)***, charter member, 1991. Recognition of distinguished leadership and service in the field of educational administration.

***The Honored Educator Award***, North Platte Public Schools Foundation, 1999.

***Nebraska Outstanding Career Woman***, 1975.

***Rotary Club International***, Paul Harris Fellow, 1990.

***Memberships:*** American Association of Supervision and Curriculum Development  
American Association of School Administrators  
National School Public Relations Association  
Horace Mann League  
Phi Delta Kappa

## For Nominators Only

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Please describe why you believe your candidate will be an excellent National Superintendent of the Year. If you wish more space, continue on the back of this page. (Note to applicant: Please submit this page, completed or not, with your application.)

We are most fortunate to have someone of Mary Kamerzell's vision and integrity leading our district. Her exceptional leadership qualities are apparent as she works with the governing board, community, and staff on our strategic plan. She is thoughtful and deliberate, intelligent and hard working, gracious and caring. Mary is a careful listener who seeks understanding and a leader who is clear about where she leads.

Mary's effectiveness at setting and attaining goals aligned with community values and grounded in research-based education was apparent early in her superintendency. She called together people of good will from throughout the community--parents, community members, teachers, staff members, and administrators--to discuss what was of value to them and to form a strategic plan. A plan with a goal of student learning and expectations of lifelong learning skills for all students. Mary's focus and community based planning model remains with us eight years later as we embark on a second strategic plan.

Forming a strategic plan is one thing, even with broad support, but setting it in motion and continuous alignment of district resources to see that goals are reached can be quite another matter. As in many other places our district was confronted with budget woes at the state level that made budget cuts a certainty for education at the local level. To inform our community what was at stake, Mary stepped forward with a presentation titled "Pocketbook Pressures." These presentations were made at all school sites. Dr. Kamerzell reminded our community what our mission was and that our priorities were improved student learning and better salaries for all staff, both at odds with state funding woes. The presentations were well attended and the format continues today as a way to engage our community, gain valued input, and gain support and understanding for our district mission and the challenges that are faced. The results of these efforts over time include raising our teachers' salaries from a ranking of dead last in the area to second or third today. A teacher performance pay plan has also been developed. Mary's exceptional ability to communicate and involve our community has kept us focused and able to reallocate our resources with community support in order to support our strategic plan.

Achieving our goals has necessitated a redesign of all curricular areas. This has been accomplished through the community-based model for input and included parents and community members as well as staff. It has become a part of our culture to have an ongoing review of our curricular areas and to refine our standards and benchmarks. The funds to support this work have come from reallocation of resources.

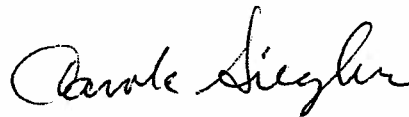
Principals are critical to a district's success in providing a learning environment conducive to student success. Mary has attracted and developed a strong team through her support for them. Administrators are able to learn and excel because of the opportunities she provides for achieving consensus, opportunities for them to share their own expertise and skills, and opportunities they have for personal and professional development. Examples of this include training in "Dimensions of Learning," "Studying Skillful Teaching," and "Observing and Analyzing Teaching." This support has included working with facilitator Greg Ciardi from Research for Better Teaching on a system of teacher assessment focused on student achievement and is being piloted this year (2004 - 2005). Through administrative reorganization and development, Mary continues to prepare our administrative team for the "new order" of things and proficiency for all students.

One of Mary's strongest attributes is professional integrity. She is always prepared for meetings with the staff and community, basing her comments upon educational research and best practices. Her manner allows others to reach thoughtful conclusions and allows for shared decision making. She is always student-focused and brings us all back to that point of reference. Mary's inner balance and confidence are evident as she carries out her professional responsibilities.

Mary knows student learning does not occur in isolation. Governing board members change, legislation is enacted, the economy fluctuates, public opinion ebbs and flows, and research tells us more about how individuals learn. Dr. Kamerzell understands these dynamics and works to keep the district focused on what is best for students. She works well with board members, keeping us informed through weekly updates and reading material important to

improving our understanding of learning and governance. Her responses are timely to e-mails and phone calls. Matters that come up within our different school communities are shared with all board members when appropriate. Orientation for new board members is effective and targeted to the needs of the board. Mary sets time aside to meet with individual board members as requested and on a regular basis meets with the board president and one other board member to plan board meeting agendas and discuss issues. Mary can agree to disagree with the board but most often we are on common ground. Mary's professionalism at board meetings is exemplary. Her reports and those of the administrative team are thorough and clearly presented. Dr. Kamerzell is also effective working for student learning outside the district with the Chamber of Commerce, as a co-chair of a business roundtable committee, in civic and volunteer organizations, as legislative chair for her professional organization, and as a representative on the state superintendent's advisory committee.

Mary's ardent advocacy for children and their learning, her professional and personal integrity, her clarity of leadership, her intelligence and graciousness, her skills in communicating to others the needs of our youth, and her commitment to improving what we do to create lifelong learners in our schools make her an outstanding candidate for National Superintendent of the Year. You may choose another candidate but you will not choose a better one!



Carole Siegler  
Governing Board President  
Catalina Foothills School District