

Spring 2016 Issue

TENNESSEE PRINCIPAL

JOURNAL OF THE TENNESSEE PRINCIPALS ASSOCIATION

Celebrating Ernie Bentley's Retirement



Inter-State Studio and Publishing Co.

CAPTURING **LIFE**



& Collecting Moments

PROUDLY PROVIDING...

SCHOOL PHOTOGRAPHY

YEARBOOKS

STUDENT PLANNERS

SPORTS PHOTOGRAPHY

SCHOLARSHIPS & CLASSROOM GRANTS

...AND MUCH MORE



FOR OVER
80
Years!

For more information on our products and services,
visit www.isspub.com.

TPA Tennessee Principals Association

Executive Committee

Dr. Ann-Marie Gleason
President
ann-marie.gleason@mnps.org

Dr. Steve Barnett
President-Elect
barnetts@jcschools.org

Dr. Holly Flora
Past President
hflora@k12k.com

Dr. Marsha McGill
Vice-President
marsha.mcgill@mnps.org

Stacy Edwards
Secretary
sedwards@k12k.com

Dr. Debra Bentley
Treasurer
bentleyd@jcschools.org

Dr. Ernest Bentley Jr.
Executive Director
tnprinassoc@comcast.net

Dr. Janice Tankson
NAESP State Representative
tanksonjv@scsk12.org

Division Directors

Dr. Angela Brown
WEST
brownaa@scsk12.org

Marsha Dunn
MIDDLE
marsha.dunn@mnps.org

Shay Siler
EAST
shay.siler@knoxschools.org

NAESP Board Members

Brian Partin
NAESP Vice President
bpartin@k12k.com

Sharon McNary
Zone 4 Director
mcnarysk@scsk12.org

Kimbrelle Lewis
Director at Large
lewisk@scsk12.org

Special Appointments

Tara Loba
New Principals
tara.loba@mnps.org

Catherine Prentis
TPA Journal Editor
c1prentis@gmail.com

Tennessee Principal is the semiannual publication of the
Tennessee Principals Association
205 Sterling Springs Drive, Johnson City, TN 37604
www.tnprinassoc.org

Articles printed may be quite divergent in point of view and controversial as TPA feels that our members can best be served through discussions which challenge and stimulate their thinking. Therefore, the articles published in the journal represent the ideas and/or beliefs of the authors and do not necessarily express the view of TPA unless so stated.

POSTMASTER: Changes of address should be sent to:
Ernest Bentley, Jr., 205 Sterling Springs Drive, Johnson City, TN 37604.



Volume XXX – Sprint 2016

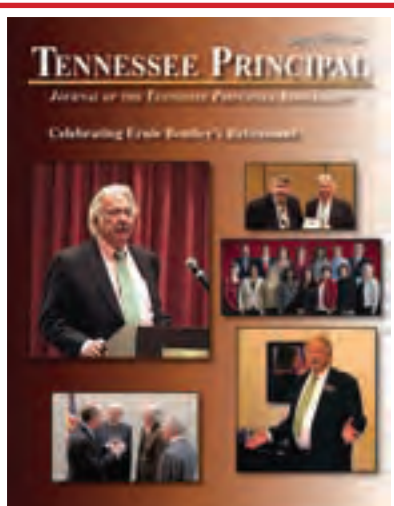


Contents

Spring 2016

Volume XXX
Spring 2016

On the Cover



We are saying Good-bye to a longtime colleague and friend. TPA wishes Dr. Ernie Bentley a fantastic retirement. Ernie, you will be missed!

Features...

We are JC Ready!	8
Tributes to Dr. Bentley	12
NDP	16
News from NAESP	18
ESSA	22
Professional Development	24
Professional Standards	26
Productive Struggle	28
NAEP	30

Columns...

Editor's Page	5
President's Message	6

Editor's Page



Catherine Prentis

Principal, Retired from MNPS

Email: c1prentis@gmail.com

Dear Friends:

As you can see from our cover, this is our “goodbye” to our long-time executive director, Ernie Bentley. We’ve tried to capture some of his memorable moments on film and to hear from his most ardent supporters in our reflection. His retirement will definitely leave a void for those of us who have come to depend on him for the “institutional memory” of TPA. But more than that, he’s been a sage advisor, not because he ever told us what to do, but because he steered us in the right direction by encouraging us to think for ourselves.

I met Ernie back in the 80s when I returned to Tennessee to work for the State Department of Education. He was a frequent presenter around the state and I grew to appreciate his laid-back style and ability to break down complicated topics into understandable and applicable information. When he taught Leadership Development Process in MNPS, I saw for the first time that administration might be what I really wanted to do. Just as I achieved that goal I learned NOT to sit next to Ernie at the beginning of the year principals luncheon unless I was ready for another job! His proposal that I was the “perfect” person to take on a little job like editing Tennessee Principal seemed very do-able to me by the time we got to dessert!! I still owe you one, Ernie....

A few days ago I moved my home office to a different room and just so happened to run across my old Leadership Development Process manual...yes, I do tend toward saving stuff! When I sat down to write this, I pulled the LDP manual from the shelf and began to remember. I found that most of the true gems were notes I had scribbled in the margins...most were thoughts from Ernie. These are just a few:

- This place takes on my style.
- We cannot assume that people know what we’re talking about.
- Don’t interrupt. When tempted, take a deep breath.
- If the product is not right, change the process.
- Attack the problem, not the person.
- Change by evolution, not revolution. Lean against the fence.
- Everything you do sends signals to the organization. “Everything you do” can include nothing. That, too, sends a signal.
- Don’t answer “what if” questions. Throw them back to the group.
- Concentrate on what we agree upon, not the differences.
- It is immoral to be a manager and not let people develop to their greatest potential.

We’re going to miss you, Ernie.....

Catherine

Find Us On The Web At www.tnprinassoc.org

President's Message



Ann-Marie Gleason
President, Tennessee Principals Association
Ann-Marie.Gleason@mnps.org

Dear Tennessee Principals:

This school year has been a year with unanticipated challenges as well as numerous reasons to celebrate success! As we prepare to close out the 2015-2106 school year, many of us will spend a great deal of time focusing on what we could have done differently to have made our school year more successful. While we do need to spend time in this type of reflection, I also encourage you to spend time reflecting on what worked well this school year.

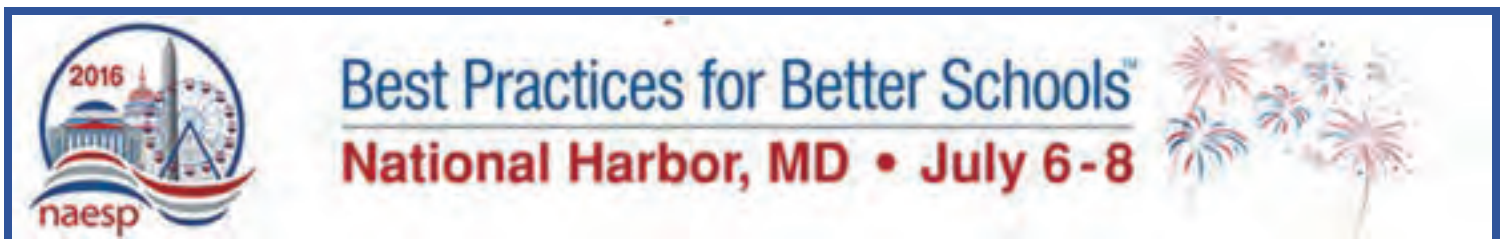
On June 30th, Dr. Ernie Bentley will be retiring from his position as the Executive Director of the Tennessee Principals Association. Dr. Bentley has served in this role for over twenty years, mentoring many Tennessee Principals along the way. Representatives from Tennessee have gone on to serve in NAESP leadership positions during his tenure, including three Tennessee Principals that are currently serving on the NAESP Board. Our state and national organizations have benefited from his leadership, and we wish him well in his future endeavors.

The TPA Executive Board conducted interviews in the spring to identify the best possible leader to assume the position of TPA Executive Director. When an email blast went out to the TPA membership, we received several excellent recommendations. The TPA Board interviewed these candidates this spring, and unanimously selected Dr. Nancy Flatt Meador to begin serving as our Executive Director on July 1st.

We hope that you are making plans to attend the NAESP Conference Best Practices for Better Schools to be held in National Harbor, Maryland on July 6th – 8th! Also, mark your calendars for the annual TPA Conference to be held on December 5th-6th in Memphis at the Peabody Hotel. The keynote speaker will be Principal Kafele, who has authored numerous national best sellers including *Closing the Attitude Gap*, *Motivating Black Males to Achieve in School and In Life*, and *The Teacher 50*.

In closing, thank you for allowing me the opportunity to serve as President of the Tennessee Principals Association. Principals from across our state are doing amazing work each and every day! It has been an honor to represent each of you this school year.

Sincerely,
Ann-Marie



TPA Achievement Awards



Longevity Award

At the December, 2015 TPA Conference in Franklin, Tennessee, Dr. Ernie Bentley presented the association's "Longevity Award" to James Ratledge. Jim has been a member of TAESP (Tennessee Association of Elementary School Principals), TAEMSP (Tennessee Association of Elementary and Middle School Principals), and TPA since 1974.

Friend of Education Award

Janice Tankson is shown presenting TPA "Friend of Education" award to Joel Mayes of Zaner Bloser, one of TPA's corporate sponsors who help make our conferences possible.



We Are JC Ready!

By: Dr. Karen Reach
Woodland Elementary School Principal and
Dr. David Timbs
Johnson City Schools' Supervisor of Instructional
Technology

It was during our most recent Integrated Leadership courses that we, as school administrators, were reminded of the important contrasts in regard to students being prepared for Tennessee's rigorous academic standards and assessments vs. being truly TN Ready. With this academic mission serving as the new constant for all Tennessee school administrators, we have embarked upon a myriad of preparatory initiatives to affirm that our students are positioned with the necessary content knowledge and real-world applications to achieve mastery and beyond as measured by TN Ready assessments.

Through an ancient Chinese proverb, we are reminded: "Learning is treasure that will follow its owner everywhere." To that end, as a Johnson City administrative team, we have capitalized upon several educational resources, programs, and technological approaches to navigate our students for continued success.

It is important to mention that our provisions are not only for instructional purposes; rather, our provisions are to prepare Johnson City students for success as well educated citizens and future leaders within a complex and technological world.

Johnson City Schools' recipe for student success

1. Excellent Teachers and Principals

Most importantly, we all know that educational success begins with great teachers, principals, and supportive administrators who are curriculum-centered and committed to the principles of teacher collaboration, shared leadership, and professional development within individual learning communities - and certainly across the school



Dr. Karen Reach and Mrs. Sharon Suttle,
one of the district's RTI Coordinators

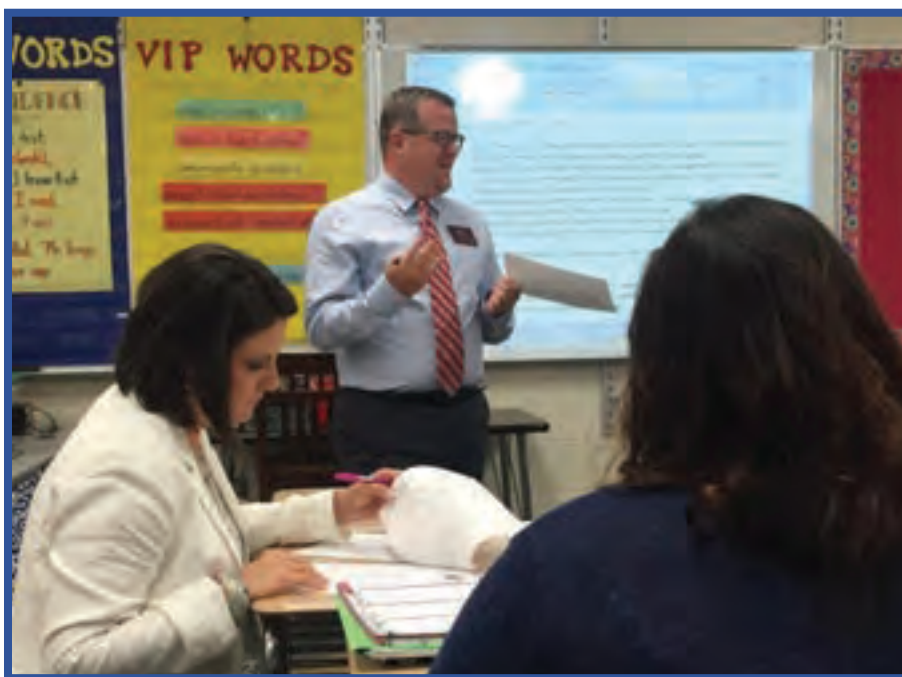
district.

That collaboration begins with both formal and informal conversations specific to curriculum pacing, lesson planning, instructional strategies, and data collections that yield student mastery as teachers work together through content partnerships. In addition, empowering teacher leaders to actively lead within a framework of professional development is a keystone of student success as we share and plan together to deliver the highest quality lessons for our students. Further, empowering those teacher leaders as shared leaders within our individual buildings and across the school district provides an additional layer of expertise in regard to instructional strategizing through open and ongoing communication – whether that communication is in real-time or within a digital context.

2. Curriculum Coaching

In addition to our wonderful teachers, principals, and central office administrators, Johnson City Schools

Woodland Hills ES in Johnson City is ready for whatever comes along!



Dr. David Timbs working with ELA teachers at Indian Trail Intermediate School

provides subject-specific Curriculum Coaches to further support and enrich our English/Language Arts, mathematics, and technological best practices. Each curriculum coach follows a designated schedule as they are positioned to work with grade level teachers throughout the school district. Johnson City teachers feel very comfortable in reaching out to our curriculum coaches with respect to curriculum pacing, lesson planning, instructional pedagogy, and student data results. Moreover, Johnson City's district coaches work collaboratively with principals to provide ongoing professional development opportunities for teachers within our individual buildings and throughout the district.

3. Checkpoint Assessments

With the essentials of formative assessment and the curricular expectations of Tennessee's academic standards and TN Ready assessments, continuing to assess student learning throughout the fall and winter semesters was of great importance to us in Johnson City. Our curriculum coaches worked collaboratively with our central office support team to develop Grade 2 - 8 Checkpoints to assess student learning at the end of our fall and winter

semesters.

Utilizing Interactive Achievement (IA) as our navigational platform for this process, teachers and principals were provided with student achievement results in real-time. Through these immediate data results, teachers were empowered to reteach and enrich individual students as needed.

Truly, our approach with IA reflected a commitment to utilizing assessment of learning to drive and redirect our instructional practices in a timely manner, maximizing the impact of "just in time" intervention specific to our students' learning.

4. Blended Learning

Finally, our district has embarked upon a personalized learning plan that relies upon a transformational digital approach. "Early adopter" schools and teachers are piloting ways to enhance the partnership between teachers, students, and tools where the central focus remains upon student learning.

Teachers will continue to do the great work of teachers – planning, probing, inspiring, guiding - and the technology will allow more targeted interaction and delivery of high-quality content based upon student needs.

In addition to a blended learning concept supported by a new 1:1 device initiative, the district has adopted its first learning management system (LMS) in Canvas and will continue to place a priority on teacher training as well as an approach involving three guiding questions:

1. Why do we believe that our instructional goals can be met or surpassed by adopting a personalized digital approach?

We Are JC Ready! continued...

2. How do we want to accomplish our goals through the use of the tools at our disposal?

3. What types of technology best fit our instructional goals and what ongoing training for teachers and students is needed?

Complementing our digital transformation approach is the implementation of a comprehensive digital citizenship curriculum that has been adopted at all grade levels to ensure our students not only know how to utilize current technology in their learning process, but also know how to use it responsibly and safely.

Thinking Forward

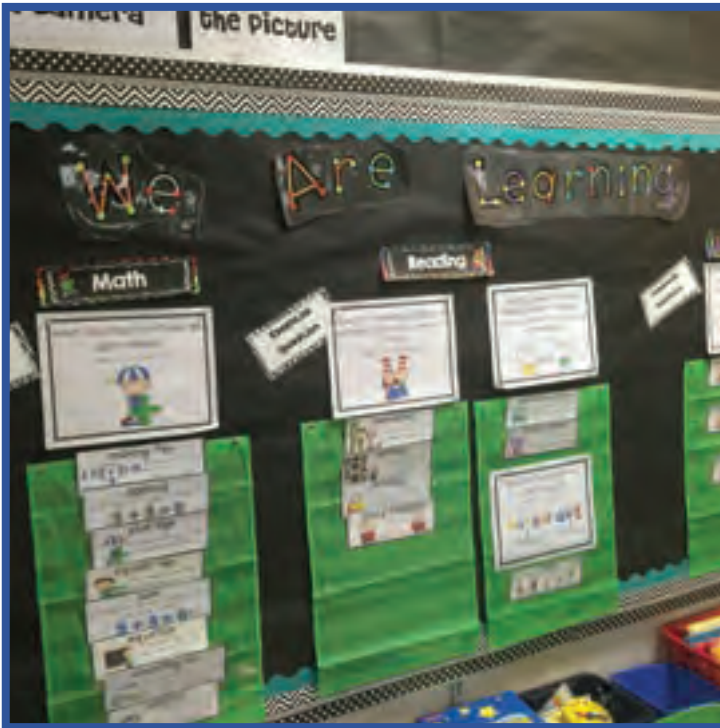
As we continue to work with great tenacity in supporting our Johnson City Schools' students, teachers, and families, we wish for each of you a successful close to our 2015/16 academic year - and may our curricular and technological preparations yield great success for all Tennessee students. By sharing and strategizing with one another as Tennessee administrators, we will most certainly continue our great work together, which is impacting the lives of our most precious resource – our Tennessee students.



Mrs. Laura Rainwater, a second grade teacher at Woodland, guiding her student with a language arts activity



Mrs. Christina Vines, a fourth grade teacher at Woodland, guiding her student with an opinion writing response



The first grade students in Mrs. Carter Brown's class map their learning.



Our welcome sign at Woodland Elementary, affirming our family partnerships



Marsha McGill, in-coming President of TPA and Ann-Marie Gleason, 2015-16 President extend a warm invitation to all members to attend the next TPA fall conference in Memphis on December 4-6, 2016.

Some Parting Words From Ernie



Recently the state's Lieutenant Governor announced he was not standing for re-election...after 24 years in the state legislature bodies. In a recent interview, he seemed to credit many achievements attributed to him by some to the quality of the commissioners appointed by the changing Governors. In terms of time served, the two of us were operating in different venues on the same calendar. He was working from state house to senate to lieutenant governor while I was focused on moving a small professional association to be an influential player on the educational decision scene. The shift in the political landscape was critical.

Two of my earliest years were simple, pro bono consulting roles during summer association (TAESP) planning days. Together, the leadership and board members cobbled a five-year plan and then set about achieving it. About 1994, the national association loaned us \$25,000 to be paid back through set goals of membership increases over a three-year period. The hiring of me, as a part-time executive, was the next step in that plan.

Like Ramsey's point about quality commissioners, one of the early lessons was the importance of the officers elected and board members appointed. Most goals in that initial five-year plan were achieved and a new seven year vision appeared. The research chair headed a couple of studies which yielded data on principals' interests and what they wanted us to do. We were TAEMSP by the time several groups formed a coalition to pass a retirement C.O.L.A. We added a lobbyist on retainer and worked with the coalition and Governor Bredesen to achieve more equity in student learning options. To be fair, the impetus of the small systems' lawsuit made that task more manageable. Through it all, TAESP, TAEMSP, and TPA officers were at the legislature during sessions and devoted considerable effort to the association overall agenda. Their influence was critical.

All that to say, if there is any legacy to my involvement it has come through the achievement of board members. Often, they did not have the initial confidence in their knowledge and skills but found they could lead the association to successes. Several were later rewarded with significant career moves... both in their school districts and in recognition at national levels. Nancy Meador, Brian Partin, and Sharon McNary are examples of recent election as NAESP officers or board members. Kimbrelle Lewis' appointment to the NAESP Board means there are three TPA members currently serving.

It is easy for me to believe your continued success will come through Tennessee principals on the TPA board leading the way. They will be in on the discovery of better ways to deliver instruction, may well have to invent a solution to quicker access to action options and be the ones who will have the courage to attempt new ways when others falter.

Two things set TN principals apart nationally: (1) They understand when there is an absence of information man fears the worst...and most look beyond that irrational fear; and (2) they understand humans do things for their own reasons and not for yours and mine and seek to learn those reasons. You will continue to be influential. You will learn to be ahead of the curve. You are TN Principals. **—Ernie Bentley**

Dr. Ernie Bentley: Teacher, Leader, Mentor, Friend



By: Nancy Flatt Meador

Life is full of experiences that consist of change and transition. As we move through different phases, the thought of “influence” comes to mind. What type of influence will you leave when change and transitions occur? There is no doubt that Dr. Ernie Bentley has had tremendous influence on others as a teacher, leader, mentor, and friend.

Teacher

I was a new assistant principal in 1992. Dr. Richard Benjamin was the new Director of Schools in Metro Nashville. All administrators in the District were required to attend leadership training. Dr. Ernie Bentley was the co-teacher of the late afternoon session. I remembered that the questions were thought provoking and designed to help

us really think creatively and out-of-the box.

After the training session concluded and I was reflecting on my learning experience, I remembered thinking to myself, “Wow, that man was really smart.” Many years later, I would find myself in conversation with Ernie and remembered him saying, “it isn’t so much about finding the right answers, but asking the right questions.” Good teachers know how and when to ask the right questions to lead their students to a higher level of understanding.

It is not uncommon to find Ernie reading a book, magazine, or newspaper. Good teachers stay informed and current in perfecting their craft. Ernie credits his love of reading for a wide range of knowledge about current events and topics. Ernie is a teacher.

Leader

Several years would pass before my path would cross with Dr. Bentley again. It was in the spring of 1996 while I was attending the NAESP National Convention in San Antonio, Texas, I would “officially” meet Ernie in the exhibit hall while working the Tennessee Booth. Dr. Bentley was the Executive Director of the Tennessee Principals Association (TPA). We had the opportunity to chat a few minutes and discuss opportunities on how to become more involved with TPA.

Soon after the convention, I was asked to join the TPA Board of Directors. I would serve in several different positions on the Board including state president. Through each experience, Dr. Ernie Bentley would lead the Board through planning sessions, strategic planning, membership recruitment, financial accountability, state and national advocacy efforts, and of course leadership development.

In reflecting on my years of service and involvement with the TPA Board of Directors . . . I learned a lot! As TPA Executive Director, Ernie continually challenged himself to be visionary and help principals grow and develop their individual leadership styles and skills. Ernie is a Leader.

Mentor

As the years passed, I often consulted with Ernie. In determining career steps and opportunities, Ernie became a mentor to me. He would not tell me “what to do” but help me think and reflect through meaningful conversation. When we discussed the possibility of becoming a candidate for NAESP President-elect, Ernie wisely reminded me time and time again that if it was meant to be it would happen. If not, there would be another door open down the road.

For more than twenty years Ernie has been a mentor to many principals serving on the TPA Board of Directors.

Good Wishes from Across the State

Each year, when the slate of officers change, Ernie is prepared to guide, facilitate, and coach new officers as leaders of TPA. Even though leadership styles and personalities change from year to year, Ernie is prepared to help each TPA leader grow and reach his/her full potential. Ernie is a mentor.

Friend

In early November 2008, I remember Ernie stopping by my home to check on my mother who was terminally ill. It would be the last time Ernie and mama would talk together as they shared a meatloaf and corn bread dinner. Three weeks later, Ernie would be in the receiving line at the funeral home, tears running down his cheeks, as he offered condolences on behalf of TPA. Friends seem to find a way “to be there” when you need them the most.

Other TPA leaders and members can share similar stories and experiences in how Ernie supported them in time of need. He always seemed to know where and when he was needed the most. His support and understanding in times of joy and sorrow have provided comfort and strength. Ernie is a friend.

Needless to say, the Tennessee Principals Association has benefitted from Dr. Ernie Bentley's tenure as Executive Director. Ernie began his service with TPA in 1995 during the presidency of Millie Miles Jones. For more than 20 years he has worked diligently to help TPA become the professional education association it is today.



Ernie's retirement was announced in the 2015 winter issue of the TPA Frontline Newsletter. In the article, Ernie referenced that he felt his greatest contributions were his “ability to identify strengths in colleagues they were not confident about and putting them in situations to discover how much leadership talent each actually possessed.”

Thank you Dr. Ernie Bentley for being a great teacher, strong leader, inspiring mentor, and dear friend! Through your service to Tennessee principals, you leave an impact that will be remembered for years to come. Thank you for developing leadership talent! Thank you for making a difference! Thank you for leaving a legacy!

From Janice Tankson: Dr. Ernie Bentley will be missed. I first met Dr. Bentley at a summer executive board meeting in 2011. I was very new to the experience of serving on a state board, but he welcomed me with opened arms. He taught me how to see past the current situation and focus on the mission and vision that guided the future. He helped me be a better person when dealing with all types of situations and people. He even helped me to receive my doctoral degree when it was very hard to do research in large school districts. He always put others ahead of himself. I greatly appreciate him and all that he did to make TPA the leading principal organization in Tennessee. Dr. Bentley truly loves TPA and we truly love him. His legacy will forever be remembered!

From Kim Headrick: Ernie Bentley is one of the most influential persons I have ever met. From his passion for principals to his love of farming, Ernie has made such an impact on me, both professionally and personally. His service and dedication to the Tennessee Principals Association will not be forgotten. Good luck, Ernie! May God richly bless you!

From Stacy Edwards: Ernie is a leader of leaders. His straight-forward, yet reassuring, leadership style has encouraged my involvement in TPA.

From Teresa Dennis: You often hear someone refer to a person as “the heart” of an organization or the “brains” of the group. Sometimes you even hear that a person is the “soul” of a team. Any of these, no, all of these work for Ernie Bentley and TPA.

When I first started with TPA and served on the executive board I thought Ernie was intense. I wondered where all that information in his head was coming from and how could he know so much stuff? When he speaks, you listen because whatever is coming out of his mouth has been well thought and you will have a role in seeing it through. I have been with him in Washington in meetings where he has stopped the long winded going around in circles and got us on point with one simple sentence. I have seen him asking the tough questions of House and Senate officials and patiently waiting for them to answer. I have seen him get our organization through the lean years and we came out of it a stronger group.

I think Ernie invented the words “worker bees”. He has little time for those who say they will do a job but don’t follow through. He enjoys being around those worker bees and he encourages you to do your best. Once or twice I had to remind him that I also had a paying job.....his reply was to remind me that I could do this as well. He was right.

I cannot imagine TPA without him at the helm! But I know we can do it because he has taught us well! Enjoy a real retirement. You deserve it!



Dr. Ernie Bentley and his wife, Debra, greeting a guest speaker at one of our state conferences.



Dr. Ernie Bentley in 2012 with many former TPA Presidents who benefitted from his guidance.

Tennessee's National Distinguished Principal



NAESP President, Robyn Conrad Hansen, presents the plaque for Tennessee's National Distinguished Principal to Robin Pinder, Principal of Homestead Elementary School, in Cumberland County Tennessee.

Mrs. Robin Pinder holds a Bachelor of Science, Master of Arts, and Specialist in Education degree from Tennessee Technological University in Cookeville, Tennessee. She has served the students of Cumberland County as a teacher, assistant principal, and coach before becoming the principal of Homestead Elementary School in 2007. She has received Model and Master Reading Classroom, Coordinator and School awards, Crossville Chronical's Teacher of the Year, and was featured in the Exemplary Educator's journal. Mrs. Pinder is a member of Delta Kappa Gamma, National and State International Reading Association, National Educators of American, National Association of Elementary School Principals, and the Association for Supervision/Curriculum Development. Homestead Elementary School is ranked in the top ten percent of Tennessee schools and is accredited by AdvancED.

The National Distinguished Principals program honors outstanding elementary and middle school administrators who ensure that America's children acquire a sound foundation for lifelong learning and achievement. The program was established in 1984 to recognize and celebrate principals who set high standards for instruction, student achievement, character, and climate for the students, families and staff in their learning communities. Every year, NAESP congratulates principals from across the nation in both public and private schools and schools from the United States Departments of Defense Office of Educational Activity and the United States Department of State Office of Overseas Schools for their exemplary achievements.

The 2016 NDP event was held on October 6-7, 2015, in Washington, DC. There are honorees from all states and territories pictured on the wall of fame. This wall travels to the national conference each year.



Robin Pinder



Each state NDP made presentations to NDPs from across the nation and to members of the NAESP Board, including three principals from Tennessee, Brian Partin, President-elect, Sharon McNary, Zone 4 Director and Kimbrelle Lewis, Director at Large.



Robyn Conrad Hansen, presided over the two day event in Washington that included time for the NDPs to socialize and share ideas with each other. Many life-long friendships are forged at these celebrations.

The 2016 NDP from Tennessee was recently named. Dr. Holly Flora, of Kingsport City Schools, will represent our state in Washington next October.



Above is the beautiful crystal symbol of the National Distinguished Principal trophy. Tennessee's 2015 NDP holds her school bell trophy aloft in a salute to NAESP for hosting these ceremonies.



Dateline NAESP

Principals Lead Advocacy With Nation's Lawmakers

Last December saw the passage of the Every Student Succeeds Act (ESSA), a comprehensive law outlining the federal government's role in elementary and secondary education. This year, in an effort to ensure principals' voices are heard in the wake of this important legislation, NAESP hosted its annual National Leaders Conference, March 13-15, bringing together nearly 200 principals from around the country to our nation's capital to discuss education policy. Through innovative advocacy programming and visits to members of Congress, attendees had much to learn from—and share with—each other and our nation's lawmakers.

The conference kicked off with an address from deputy assistant secretary for policy and strategic initiatives at the U.S. Department of Education, Ary Amerikaner, who provided an overview for attendees on what to expect now that ESSA has passed. She discussed some of the central provisions NAESP had pushed to include that would directly impact principals, such as the option for states to provide 3 percent of Title II funds specifically for principal support activities. However, ESSA remains to be implemented, and principals were encouraged to be as involved as possible and communicate their concerns with lawmakers.

Later, a panel and Q&A session shifted to state and local perspectives on implementing ESSA. Jessah Walker of the Council of Chief State School Officers, Jared Billings of the National Governors Association, and Dr. S. Dallas Dance, Baltimore County Public School superintendent, all weighed in on how ESSA will impact principals, and crucially, how principals can impact ESSA implementation at state and local levels.

Arguably the biggest draw for attendees was the chance to meet lawmakers to discuss their unique and critical perspective on education in this country. On Tues., March 15, principals visited their congressional representatives on Capitol Hill, contributing to spirited discussions about the future of ESSA and what it means to them as school leaders. Many were excited to share their experiences on Twitter with the #NAESPNLC.

Despite the passage of ESSA and the successes that were won, principals' voices remain important to the implementation process and will continue to be necessary in advocating for the best interests of students and schools. This year's National Leaders Conference provided a unique opportunity for principals to use their voice, and encourage others to do so during this critical moment for our nation's education.

Nation's Principals Launch 2016 Advocacy Agenda on Capitol Hill

Principals from across the nation recently traveled to Washington, D.C., to help launch a comprehensive advocacy agenda that elevates the principal's voice in federal education policy. The launch occurred during NAESP's annual National Leaders Conference (NLC), which hosted nearly 200 principals and state association advocates who engaged in important discussions to influence congressional action on implementing the Every Student Achieves Act (ESSA), the FY 2017 federal budget, student data privacy, and higher education policy. The campaign messages reflect the need for oversight of ESSA implementation, especially in regards to investing in the support and development of strong instructional leadership to improve student outcomes, as well as necessary shifts in accountability systems away from the overuse of standardized testing.

State and district comprehensive support for principal leadership. Leaders in the House and Senate education committees are holding oversight hearings with the U.S. Department of Education (USED), state and local leaders, and other stakeholders to discuss how states and districts will tackle adjustments to state accountability systems, educator support initiatives, and implementation of other programs now offered through the largest federal education law. During NLC, principals talked with their members of Congress about pressing states and districts to focus on building capacity in systems to better recruit, prepare, and support principals in the profession, and taking advantage of how they can now support instructional leadership—an area that was overlooked in the last version of the law, the No Child Left Behind Act. ESSA now offers states an unprecedented ability to support principal leadership through a variety of “use of funds,” including a new state set-aside of 3 percent of Title II Part A allocations, which are distributed to states by formula. But new state authority under the law allows states to choose whether or not they will take advantage of this new allowable use of funds. NLC attendees urged congressional leaders to work with their states and districts to make sure that there is a clear understanding of the law, which encourages states to make a strong investment in the principal pipeline—or programs to support aspiring and early career principals—as well as provide on-going support for instructional leadership.

Dateline NAESP

Shift accountability system away from over-testing and toward growth.

In addition, principals urged congressional leaders to emphasize that under the new law, states can shift accountability systems in a way that will appropriately factor student growth measures, including individual student growth, as part of a differentiated accountability model. States and districts also have the ability to access programs that will help them better manage assessment systems to review and eliminate unnecessary state assessments, which is a key concern of principals throughout the nation's schools. The new law provides programs to help states and districts reduce over-testing and require collaboration between educators and policymakers to determine solutions.

Budget Priorities

As Congress prepares the FY 2017 budget priorities and begins to align education funding to ESSA programs, principals also urged Congress to fund federal education programs so that schools have the ability to improve instruction and meet the learning needs of every student. Principals asked Congress to abide by the overall spending levels set forth by the Bipartisan Budget Act of 2015 and support funding increases for formula grants in the newly-authorized ESSA, such as Title I and Title II Part A state grants, to help schools meet the needs of disadvantaged students and to strengthen educator capacity. Principals urged Congress to fund discretionary programs that provide principals with direct instructional leadership support and a newly-authorized Title IV block grant program that will help schools provide a well-rounded experience for all students through arts-integration and use of technology, as well as address issues such as providing school counselors, physical education programs, student mental health services, drug use prevention, and social and emotional learning.

Finally, principals advocated to boost funding for Title I programs and Part B of the Individuals with Disabilities Education Act (IDEA) to make sure that Congress fulfills its obligation to "fully fund" state grants to help meet the costs that are associated with educating special needs students.

NAESP will continue to carry the messages that principals and state level advocates delivered on Capitol Hill throughout the year. For more information about the 2016 advocacy agenda that was successfully launched, please contact Kelly Pollitt, Chief Strategist, Policy and Alliances at kpollitt@naesp.org.

—Kelly D. Pollitt is NAESP's Chief Strategist, Policy and Alliances

Personalized vs. Adaptive Learning

More and more devices are making their way into classrooms, outfitted with the best software available, often with the goal of providing students with a more personalized approach. The plethora of devices and platforms should make differentiation easier for educators to implement. But then you run into an app that advertises an "adaptive" system. What does that mean? Are "personalized" and "adaptive" the same thing?

In a word: No.

Personalized learning is a catchall term, referring to anything that a teacher or software does to differentiate instruction for individual learners. This could apply to curriculum, content, method, and/or pace. The teacher who prescribes a slightly different curriculum for Mason because he is a struggling reader is providing personalized learning. So is the software allowing Mason to make the screens in the program blue because that's his favorite color.

Teachers inherently know when a student requires extra help or when they need to be challenged, and then strive to provide what that student needs. Therefore, personalized learning is probably happening in your school consistently (although you can always help teachers improve their practice).

The question, then, becomes: What level of personalization do you want out of your learning systems? Is changing the color of the screen enough, or do you want an experience that grows with the learner?

Enter adaptive learning. According to "Learning to Adapt: Understanding the Adaptive Learning Supplier Landscape," the data-driven process functions by "adjusting to a learner's interactions and demonstrated performance level and subsequently anticipating what types of content and resources learners' need at a specific point in time to make progress." An adaptive learning system is usually in a constant state of formative assessment in an effort to provide the right "next step" in students' learning processes. This type of responsiveness is only available through technology, but not every learning product has these capabilities.

—continued on pg.32

Gain an important edge in the career curve! TPA and NAESP announce...

\$385.00

Individual Active "A"

OR

\$430.00

Institutional Active "B"

SPECIAL OFFER for K-8

NEW MEMBERS

2016– 2017 Membership Form for NEW Memberships ONLY

We encourage involvement that makes a difference!

Rest of 2016 membership year, plus additional full year expiring on 8/31/2017

\$385 TPA/NAESP Active "A"

\$430 TPA/NAESP Institutional Active "B"

This offer is for NEW MEMBERS* in Pre-K—8 principal or assistant principal positions.

See reverse for partial list of benefits/services.

***If a former member and at least one year lapsed you qualify.**



Name _____ Position _____

School Name _____ ☐ Elementary ☐ Middle

System _____ Recruited by _____

Address _____ ☐ School ☐ Home

City _____ State _____ Zip _____ County _____

Email _____ @ _____ . _____

Phone (_____) _____ - _____ Fax (_____) _____ - _____

☐ Active "A" Membership—385.00 ☐ Institutional Active "B" Membership—\$430.00

Method of Payment:
(check one)

☐ Check enclosed: make payable to: TPA ☐ Purchase Order: Copy attached ☐ **10 Pay** (billed monthly)

☐ Credit card: please charge to: ☐ MasterCard ☐ Visa ☐ AMEX

☐ Credit Card # _____ Expiration Date _____

Signature _____

Join on-line with a credit card at www.tnprinassoc.org; mail completed application for 10 pay choice,
to pay by check or to use a purchase order mail to: TPA, 205 Sterling Springs Drive, Johnson City, TN 37604
For questions contact tnprinassoc@comcast.net or call 423-794-6664

www.TnPrinAssoc.org

If you are a Tennessee principal,

Who has your back?

Your connections **DO!**

The Tennessee Principals Association **DOES!**

- Legal protection, annual professional development, a joint affiliate with the national association
- Annual leadership conference with outstanding presenters and interactive sessions
- Advance your career and your personal satisfaction
- Application for membership is on the backside or on the website under download forms

Connectivity Focused:

Principal Driven



tnprinassoc@comcast.net

wwwtnprinassoc.org

423-794-6664

423-282-2784 (fax)

How schools will be different

Congress just undid a major tenet of President George W. Bush's legacy. No Child Left Behind is no longer the law of the land.

President Obama signed the first major education law in nearly 14 years, the Every Student Succeeds Act, Thursday morning. The law takes much of the power over education away from the federal government, which has accumulated more over the past few decades, and returns it to the states.

The federal government will no longer require schools to make progress toward a national education goal. And it won't tell states what to do with schools that aren't succeeding.

The law won't fully go into effect until fall 2017. But here are some of the main ways it will — and won't — reshape education in the US.

1) Students will still take standardized tests

For most people, No Child Left Behind is synonymous with standardized testing — and with the dreaded scourge of “teaching to the test,” crowding out other subjects in order to drill students on reading and math.

No Child Left Behind required schools to test students every year in third through eighth grades, and once in high school, and to publicly report the test results. They also had to break out scores for groups of students, among them English-language learners, students living in poverty, individual racial groups, and students with disabilities. That's still true. States still must have “challenging” academic standards. And they still have to test students to see if they're living up to those standards. The annual testing that became a feature of No Child Left Behind isn't going away.

2) But it could make standardized tests less important — and maybe even less frequent

Parents, teachers, and policymakers agree: students in the US are tested too much. And that's not just because No Child Left Behind required annual tests. It's partly because the law defined what it meant for schools to make progress, as measured by tests, toward a goal of getting every student to read and do math by 2014.

Under NCLB, schools with a high percentage of students in poverty that weren't making progress had to take a series of steps, beginning with allowing students to transfer and offering tutoring. Schools that failed year after year could be taken over by the state, or their staff could be fired and rehired.

That meant a lot was riding on the year-end tests, and so states and districts began requiring additional tests to prepare students for them. Now that states can come up with their own consequences or support systems for schools that aren't performing well on tests, it's possible that schools and teachers won't be under so much pressure to perform well.

THE NEW LAW LETS STATES EVALUATE TEACHERS ANY WAY THEY SEE FIT

The Obama administration offered waivers to penalties under No Child Left Behind to states that came up with new ways to evaluate teachers based in part on their students' test scores. That requirement sometimes led states and districts to adopt still more tests in order to diagnose how much progress students made, or to acquire data for subjects other than reading and math to feed into their evaluation system. The new law lets states evaluate teachers any way they see fit.

Together, the elimination of these requirements means that, although students will still have to take tests at the end of the school year, those tests might not be quite as important to their teachers and schools. And that means states, districts, and schools might ease up on making students take other tests in order to feed evaluation systems or prepare them for the big year-end exams.

3) Schools won't only be judged on test scores and graduation rates

States have to come up with their own way to determine the quality of their local schools. Standardized test scores and graduation rates have to play a big part in those systems. But the Every Student Succeeds Act also requires them to feed in another factor that isn't solely based on academics — something like parent involvement, student surveys, measures of school safety, or even whether students have “grit.”

Like the test scores, this has to be broken out for individual groups of students. If you don't think that standardized test scores capture the most important part of education, this might be a step forward in trying to measure other stuff that matters too. On the other hand, the science on measuring some of these other factors, particularly the trendy concept of “noncognitive skills,” can be sketchy.

And while measuring school safety or students' perceptions of their school's environment might make schools place more emphasis on those important factors, it's also not clear if the results will be distorted when there are real consequences attached to them.

without No Child Left Behind

4) Struggling schools won't necessarily have to offer services to their students

No Child Left Behind required schools that served a high percentage of students in poverty to take a series of steps if they weren't making progress on standardized tests. At first, they had to allow students to transfer to other schools. If schools continued to not make progress, they had to offer additional services to students, such as tutoring or summer or after-school programs.

These additional programs generally didn't work to improve test scores. Relatively few parents took advantage of the school choice program. And the supplemental services are now mostly seen now as a cash cow for the tutoring industry that had little effect on students' achievement. But it's possible they had non-academic benefits, such as giving kids a place to go after school.

The new law won't require schools to offer these services, because it leaves decisions about what to do about low-performing schools up to individual states. That means some states might offer similar — or even better, more effective — interventions. And some might choose to do less.

This reflects a broader concern about No Child Left Behind: that without federal pressure, states will return to the historical status quo of ignoring the poor performance of students of color, students with disabilities, and other historically disadvantaged groups.

No Child Left Behind's interventions weren't perfect. But states were required to do specific things for schools filled with students that had historically been neglected by the education system -- and now, aside from the bottom 5 percent of schools, they're not.

5) The Common Core is still around

Opponents of the Common Core touted the bill for getting rid of the federal "Common Core mandate." But that doesn't get rid of the Common Core, which remains in place, in various forms, in 42 states and Washington, DC. States are still required to have academic standards, and to test students to make sure they're meeting them.

What the law does do is make sure that no future Education Secretary can use the tactics Arne Duncan employed in order to get states to sign onto the Common Core in the first place. Duncan made signing on for "college and career-ready" standards a requirement for a competitive grant competition, Race to the Top. It was also pushed on states who wanted to escape some of No Child Left Behind's penalties.

The Every Student Succeeds Act forbids the Education Secretary from ever doing that again. The secretary can't require, or even encourage, states to adopt a certain set of standards. This means that the idea of holding every student in the US to the same requirements in reading and math, a dream of education reformers, is probably dead for now.

6) The state where you live is about to really matter

Educational quality has always varied tremendously by state. Students in Massachusetts do much better on tests than students in Mississippi. But the general structure of how schools are judged has been roughly the same for the past 15 years. So has what happens to schools that are falling short.

Even the newer pieces of the education policy puzzle, such as teacher evaluation systems based on test scores and the Common Core standards, were relatively uniform, thanks to the Obama administration's success at getting most states to adopt them. That's about to change. Many of the decisions about what to do with standardized test scores, and thus the importance of standardized tests to policy, are now up to states.

THE MOST IMPORTANT FIGURES IN EDUCATION POLICY IN THE NEXT FEW YEARS WON'T BE IN CONGRESS OR THE EDUCATION DEPARTMENT

Some states will probably have governors who continue to carry the Obama administration's torch, requiring teacher evaluations to include test scores and strictly holding schools to high standards. In those states, standardized testing will continue to be important and the tests will stay high-stakes. And it's possible that some of No Child Left Behind's more positive consequences — increased test scores for low-income black students — will stick around in those states too.

But standardized testing has fallen out of favor, and harsh school accountability isn't always popular. Teachers unions oppose it, and people tend to rate their local schools more favorably than schools in the nation as a whole. Some states are almost certainly going to use the new law as a way to take off some of the pressure of the No Child Left Behind years.

We don't yet know what effect such a pullback would have. But it's clear that the most important figures in education policy in the next few years won't be in Congress or the Education Department. They'll be governors, state superintendents, state legislators, and district leaders.

The major problems with U.S. Professional Development

BY LAURA DEVANEY, DIRECTOR OF NEWS, @ESN_
LAURA

Two new reports reveal that in many top education systems, teacher professional development is built into their daily work as a means for school improvement and teacher quality.

The reports from the National Center on Education and the Economy's (NCEE) Center on International Education Benchmarking (CIEB) suggest that the traditional U.S. model of professional development far underperforms key competitor countries.

“When teachers have strong incentives to get better and better at their work, and they are given the opportunity to work together every day in teams to improve student achievement, they never stop seeking and finding information that can help them do a better job,” said NCEE President and CEO Marc Tucker. “Professional development in the top performing systems is built directly into the way teachers do that work every day; it is not something that happens in workshops. Teachers in these systems want to improve their practice because their progression through the system’s well-defined career pathways is dependent upon their effectiveness as professionals.

“Like attorneys, engineers, architects and other professionals in the United States, they want the added compensation, responsibility, authority and, most of all, esteem and status that comes with the recognition of greater expertise. Professional development is the way they get that expertise.”

Australian researcher Ben Jensen’s report, *Beyond PD: Teacher Professional Learning in High-Performing Systems*, analyzed the professional learning systems in four high-performing systems. Shanghai, British Columbia, Singapore, and Hong Kong all score near the top of those tested in mathematics, reading and science on the Programme for International Student Assessment (PISA).

How differences greatly impact professional development

Despite differences in the four education systems, the key to all of them is that collaborative professional development, such as teachers working with other teachers to improve curriculum, instruction, school climate, etc., is built into the daily lives of teachers and school leaders.

This daily professional development is supported by policies and school organizations that:

- Free up time in the daily lives of teachers for collaborative professional learning
- Create leadership roles for expert teachers who both develop other teachers and lead school improvement teams
- Recognize and reward the development of teacher expertise
- Enable teachers and school leaders to share responsibility for their own professional learning and that of their peers.

Former Shanghai Normal University President and Shanghai Education Commission Deputy Director Minxuan Zhang’s report, *Developing Shanghai’s Teachers*, offers an insider’s perspective into the Shanghai education system.

Just four decades after the end of the Cultural Revolution, which closed all of China’s schools, Shanghai now stands atop the PISA league tables. Zhang played a central role in developing both the Shanghai education system as it now exists, and Shanghai Normal University, one of only two teacher preparation institutions in the city of 25 million people.

One of the top factors contributing to Shanghai’s success is its highly organized and articulated teacher development system.

Zhang describes teacher professional development in Shanghai as a triangle, with the teacher career ladder,



Election Results

The election audit committee met on May 1, to tally the results from the recent TPA election. A total of 150 ballots were returned; approximately 45% of the eligible member voters. Postmarks on the return envelopes revealed 62 mailed in Memphis, 36 mailed in Nashville, 45 mailed in Knoxville, and 7 mailed from Chattanooga. The ballots will be held for one year in the TPA office as required by the TPA governance.

For President-Elect, Corey Williams received 75 votes to 71 for Dr. Holly Flora...your vote does make a difference.

For Vice-President, Patricia Griggs-Merriweather received 84 votes to 62 for Dr. Karen Reach.

Congratulations to all four participants in the election. TPA is as strong as the slates of officers it is able to offer the membership.

Special congratulations to Corey Williams who will become the new TPA president-elect on July 1, 2016.

Special congratulations to Patricia Griggs-Merriweather who will become the next TPA vice president on July 1, 2016.

TPA

TPA's Mission is to serve as the primary advocate for members personal and professional development and as a strong safety net for members and children enrolled in pre-school through grade 12.

in-service training and development, and performance appraisal as the three sides. Each side of the triangle is connected to and reinforces the other sides. Shanghai's career ladder provides financial motivation and a progression pathway for teachers. The in-service training enables teachers to move along the ladder. Performance appraisal evaluates and recognizes teacher performance at each step of the ladder.

"Both of these important reports are part of a series on teacher quality systems in top-performing countries that we have commissioned," said Betsy Brown Ruzzi, director of NCEE's Center on International Education Benchmarking. "The work CIEB is supporting in this

series will serve as a rich resource for the education policy and practitioner community as it works to improve education in the U.S. and around the world."

In addition to the reports, researchers have collected authentic tools used by the systems highlighted to assist policymakers and practitioners interested in adapting lessons learned for their own context and culture. The tools are available at www.NCEE.org/cieb.

Professional Standards for Educational Leaders 2015

From the National Policy Board for Educational Administration

It's the end of another Thursday, and in schools around the country, educational leaders are shutting down their computers and heading home after another full throttle day. As they leave the building, they replay the events of the day and ask themselves: Did I help make a difference today for our students? Did I focus on what matters most for their learning and well being?

The Professional Standards for Educational Leaders 2015 provide guideposts so that the answers to these critical questions are a resounding "Yes!" Grounded in current research and the real-life experiences of educational leaders, they articulate the leadership that our schools need and our students deserve. They are student-centric, outlining foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes. They're designed to ensure that educational leaders are ready to meet effectively the challenges and opportunities of the job today and in the future as education, schools and society continue to transform.

What is the link between educational leadership and student learning? The 2015 Standards embody a research- and practice-based understanding of the relationship between educational leadership and student learning. Improving student learning takes a holistic view of leadership. In all realms of their work, educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each student. The 2015 Standards reflect interdependent domains, qualities and values of leadership work that research and practice suggest are integral to student success:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

In practice, these domains do not function independently but as an interdependent system that propels each student to academic and personal success. They, and the Standards that represent them, can be understood in three related clusters. The first cluster is Curriculum, Instruction and Assessment, and Community of Care and Support for Students. The second cluster is Professional Capacity of School Personnel, Professional Community for Teachers and Staff, Meaningful Engagement of Families and Community, and Operations and Management. The third cluster is Mission, Vision and Core Values, Ethics and Professional Norms, and Equity and Cultural Responsiveness. The domain of School Improvement affects all of the clusters, which together reflect a theory of how educational leader practice influences student achievement. For more indepth information on these proposed standards, go to NAESP.org.

National Policy Board for Educational Administration Member Organizations:

American Association of Colleges of Teacher Education (AACTE)

American Association of School Administrators (AASA)

Council for the Accreditation of Educator Preparation (CAEP)

Council of Chief State School Officers (CCSSO)

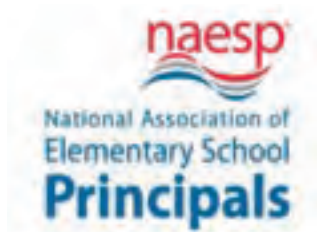
National Association of Elementary School Principals (NAESP)

National Association of Secondary School Principals (NASSP)

National Council of Professors of Educational Administration (NCPEA)

National School Boards Association (NSBA)

University Council for Educational Administration (UCEA)



Media Advisory
Kaylen Tucker, NAESP
703-518-6257
ktucker@naesp.org

NAESP Welcomes New Vice President, Board Members

Eric S. Cardwell will serve as Vice President of NAESP's Board of Directors; Deborah H. Frazier, Sharon K. McNary, Paul Wenger, and Schwanda Jackson will also join as new Board members.

April 6, 2016—The National Association of Elementary School Principals (NAESP) welcomes [Eric S. Cardwell](#), principal of Besser Elementary School in Alpena, Michigan, as the recently elected Vice President of NAESP's Board of Directors.

Cardwell, a member of NAESP since 2000, has served on its Board of Directors since 2013. Cardwell has also held memberships with the Michigan Elementary and Middle School Principals Association and the Les Cheneaux Education Foundation.

"My entire educational career has revolved around collaboration, empowerment, and engagement," Cardwell said. "My personal and professional goal has been to be an actively engaged participant representing all educational stakeholders in order to collaboratively address and move educational issues forward."

In NAESP Zone elections, the following individuals were elected to the Board of Directors:

- Deborah H. Frazier, principal of Harrison Road Elementary School in Fredericksburg, Virginia, will represent Zone 3 principals in Washington, D.C., Maryland, Ohio, Virginia, and West Virginia.
- Sharon K. McNary, principal of Richland Elementary School in Memphis, Tennessee, will represent Zone 4 principals in Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee, Puerto Rico, and the Virgin Islands.
- Paul Wenger, principal of Jordan Creek Elementary School in West Des Moines, Iowa, will represent Zone 6 principals in Iowa, Michigan, and Wisconsin.

The Board of Directors also appointed Schwanda Jackson, principal of East Coweta Middle School, as the new Director At Large, Middle-Level, Minority.

"On behalf of NAESP, I congratulate and welcome this highly talented group of newly-elected members of the Board of Directors," said NAESP Executive Director Gail Connelly. "Their expertise on the front lines of education will help guide the Association as it continues to lead in the advocacy and support for elementary and middle-level principals and other educators in their commitment to all children."

Note: New Board Members will begin three-year terms on August 1. Also starting new terms on August 1 are [Steven D. Geis](#), of Farmington, Minnesota, who will begin his tenure as NAESP President, and [Brian K. Partin](#), of Kingsport, Tennessee, who will begin his tenure as President-Elect.

###

Established in 1921, the National Association of Elementary School Principals (NAESP) is the leading national association representing elementary and middle school principals in the United States, Canada, and overseas. NAESP supports principals as the primary catalysts for creating lasting foundations for learning in their commitment to all children through policy development, advocacy, and resources for effective instructional leadership. The Association seeks to advance the principals' profession at the national level and address issues in pre-K-3 alignment, principal preparation and evaluation, and building the capacity of new principals. NAESP honors principals through its National Distinguished Principals program and administers a variety of professional services, including the National Mentor Certification program for principals. www.naesp.org

Harnessing the Power of the Productive Struggle

TEACHING STRATEGIES

By Ellie Cowen, Educator and math specialist

Emely, a second grade girl in a pink sweatshirt, with wisps of brown hair framing her face, sits at her desk, her body poised in concentration over a small personal whiteboard. She looks at the classroom board, her eyes moving slowly over the words of a problem that her teacher projected there as the students came in from recess and sat down for their math lesson:

Mateo spent 14 minutes reading this morning. After lunch, he read for 28 minutes, took a 5-minute break, and then read for 10 more minutes. How many minutes did he read all together?

Emely glances absentmindedly at the busy classmates at her table before returning to her own work. On her board she has written “ $10+20=30$ ” and “ $4+8=12$.” She begins a third number sentence, carefully printing the number 20. Dissatisfied, however, she erases it. Then, bringing her face very close to the board that she has to brush aside a strand of hair in order to write, she tries again: $30+12=42$. She pushes the hair behind her ear as she reviews her work, and then, with a sudden rush of confidence, starts the next step of the problem with fresh momentum: “ $42+10=52$.”

As a visitor to Emely’s classroom that day, I saw several children tackling the same problem in different ways. Emely’s strategy, breaking the two-digit numbers apart and adding tens and ones separately, then recombining them in a series of addition sentences, was valid, efficient, and logical. It made sense to her. Other students in the room used methods that made sense to them:

Brandon drew visual representations of base 10 blocks for each addend.

Felix applied the traditional algorithm for finding sums of two-digit numbers.

Jamina counted up on an open number line.

Their teacher, Mrs. Tambor, gave them a few minutes after independent work to share their methods in pairs before they gathered at the carpet to discuss the problem as a whole group and evaluate some of the different methods they’d used to solve it.

The Productive Struggle

The format of Mrs. Tambor’s math lesson reflected her desire to build productive struggle into her students’ daily educational experience. To ensure plenty of time for puzzling and reasoning, she started her lesson with independent work time, moving into the teacher-centered portion of the lesson only after students had been studying the problem, first independently and then in pairs, for more than half of their math block.

Why would a teacher decide to structure a math lesson this way? Here are a few reasons that teachers have shared with me:

1. *It prioritizes the student-centered portion of lesson.*

If time runs out, the students’ time to explore isn’t cut short or eliminated.

2. *It builds authentic engagement.*

As each student confronts the problem and attempts to solve it, there is a feeling of mounting suspense. What is the question that I need to answer? How will I go about solving this problem? Will my strategy work? Will my classmates solve the problem in different ways? By the time the students gather in a group, they have a rich context for the problem at hand, and are genuinely curious about its solution.

3. *It emphasizes that math makes sense.*

Students are encouraged to seek solutions that are grounded in logic and prior knowledge and that make sense to them, instead of imitating methods used by their teacher or peers.

4. *It creates ample opportunity for assessment, intervention, and feedback.*

During independent time, teachers can work with struggling learners or circulate, making observations about student strengths and weaknesses. By the time students come together to discuss the problem, the teacher is well informed about the successful and unsuccessful strategies they have attempted, and can provide sturdy feedback about their work.

5. *It builds perseverance.*

Faced with a challenge, students experience the

discomfort of not knowing. However, especially with practice, they become more comfortable with enduring this tension and working through it. Eventually, they will also experience the incredible personal satisfaction of solving a challenging problem.

When Challenge Gives Way to Frustration

After her first attempt at incorporating productive struggle, Mrs. Pierce, a fourth-grade teacher, reported, “We weren’t even two minutes in when one of my students burst into tears. He had no idea where to start.”

Instead of over-scaffolding or giving “hints,” many teachers try to provide alternate points of entry when they spot an unproductive struggle. In one third-grade classroom, for example, students were asked to find ways to make 36 cents. When one student was confounded, her teacher suggested quietly, “Start by writing down the values of each coin. Remember, we discussed them in morning meeting yesterday.” (She could also have suggested that the student start with only pennies or with three dimes.) Another teacher,

discovering that she had overestimated her students’ readiness, quickly replaced the original problem with a simpler one. Later, she wrote alternate problems on slips of paper ahead of time for students who got stuck.

It’s also important to demystify the process so that students will understand how their initial uncertainty is a natural part of the learning cycle. One teacher encourages his students to talk about their strategies for breaking into a problem. Not only can they learn from one another, but also hearing that others experience the same tension can relieve students who internalize the discomfort.

As for Mrs. Pierce, when a colleague asked how she planned to rescue her student in distress, she replied, firmly and cheerfully, “We go again tomorrow!”

Source: www.edutopia.org/blog/harnessing-power-of-productive-struggle-ellie-cowen

Reprint Policy: www.edutopia.org/terms-of-use

Privacy Policy: www.edutopia.org/privacy-policy



Tennessee Leaders met with the senators from Tennessee, Lamar Alexander and Bob Corker, on *Tennessee Tuesday*, as part of NAESP’s Leadership Conference.

Nation's Report Card Trial for Large, Urban Districts Grows

By Dian Schaffhauser |

For the first time since 2009, the [Nation's Report Card](#) will include results from six additional urban school systems as part of the [Trial Urban District Assessment](#) (TUDA) program. The [National Assessment Governing Board](#) has added districts covering Las Vegas, Denver, Fort Worth, Milwaukee, Greensboro and Memphis to its voluntary study that measures student performance city-wide on math, reading, writing and science in grades 4 and 8. The move signals the demographic and economic shifts of the country's public schools, which now educate a 50 million-student population where more than half are from minority groups.

The governing board sets policy for the [National Assessment of Educational Progress](#) (NAEP), otherwise known as the Nation's Report Card. The latest additions bring the number of large, urban school districts in TUDA to 27 as of 2017.

increased the funding, enabling the expansion of TUDA.

The idea of running a "big-city" version of NAEP came out in 2000, when the [Council of the Great City Schools](#) — a coalition of large, urban public districts — requested a "trial" NAEP for that type of school system. Congress gave funding to the effort in 2002 and has since. The purpose of TUDA, as with NAEP, is to test representative samples of students and report student achievement results for comparison over time. Every TUDA participant is affiliated with a city that has a population of at least 250,000 and a student population where at least half include minority racial or ethnic groups or are eligible for free and reduced-price lunch. The districts must also be sizable enough to sustain testing of three NAEP subjects each year in grades 4 and 8.

With the addition of the six new districts, "We now have an ever-greater geographic representation in TUDA," said Governing Board Chair Terry Mazany. "This will provide the nation with an objective picture of the achievement spanning the diversity of our nation's students, recognizing that the majority of students in our nation's schools is now composed of minority populations."

About the Author

Dian Schaffhauser is a writer who covers technology and business for a number of publications. Contact her at dian@dischaffhauser.com.



Lead. Learn. Light the Way.

NAESP's Best Practices for Better Schools Conference™ is the only event where you will find the most thought-provoking leaders in Pre-K-8 education.

Principals, Assistant Principals, Aspiring Principals, Superintendents, Teacher Leaders, and other key decision makers will benefit from making valuable connections, learning about current trends in the education field, and sharing ideas with colleagues from across the country.

The Best Practices for Better Schools Conference™ will be the best three days you'll spend in 2016.

KEYNOTE SPEAKERS



DANIEL GOLEMAN, Psychologist & Author

TOPIC: Leadership – The Power of Emotional Intelligence



DR. RUSS QUAGLIA, President & Founder, Quaglia Institute for Student Aspirations

TOPIC: Principal Voice – The Power to Listen, Learn, and Lead



DR. PEDRO NOGUERA, Urban Sociologist

TOPIC: Challenging Racial Inequality in Our Schools



Best Practices for Better Schools™

National Harbor, MD • July 6-8, 2016

JOIN US IN JULY 6-8, 2016 AT THE BEAUTIFUL GAYLORD NATIONAL HARBOR (JUST OUTSIDE OF WASHINGTON, D.C.)

Register today & SAVE at naespconference.org

-continued from pg. 19

Implementing an adaptive learning program takes a lot of consideration. Budget is obviously a concern. So far efficacy studies are promising, but preliminary, due to the relative novelty of these solutions. Finally, some educators simply don't want to cede that much control to technology.

This article was originally published in the [May/June 2015 issue](#) of Principal.

Best of the Best Practices

Whether it's through our National Distinguished Principals program, or the National Outstanding Principal Award Program, NAESP has countless opportunities to learn from some of the brightest principals in the country. Key to any great principal is using best practices from the field. Fortunately, many of these awardees are willing to share their knowledge with the profession. Here are some of their insights:

Parents as Students

Each term, content area teams host a preview night of the upcoming content. During the event, the teacher instructs parents on some of the key content and/or vocabulary, providing exemplar work samples. Parents are then equipped with examples so they are more comfortable helping their children with homework questions. Time is also set aside to teach parents how to read and understand the benchmark and state assessment results. Information nights are also planned to introduce parents to the various Web-based programs and Google products that students will use in class.

—Kelli Grimsley Brown, principal of Petal Elementary School in Petal, Mississippi, and 2015 National Distinguished Principal

DIY Leadership

If you expect your staff and even your students to do their jobs on a day-to-day basis, you have to be willing to do those jobs yourself. Whether it is making copies, teaching lessons, mopping the cafeteria, or getting down on the floor to help a student with math manipulatives, it is important to do the jobs you assign. This will help build strong relationships and you will learn more about the important work students and staff members do every day.

—Toni Beckler, assistant principal at Woodland Elementary School in Brooklyn Park, Minnesota, and a 2012-2013 National Outstanding Assistant Principal

Healthy, Local Food

Gladden Middle School is one of 12 schools in Georgia that merges the local farmers/producers with the School Nutrition Program. Farm to School connects schools (K-12) and local farms with the objectives of serving healthy meals in school cafeterias; improving student nutrition; providing agriculture, health, and nutrition education opportunities; and supporting local and regional farmers. In this program, students grow food in the onsite greenhouse that is served in the cafeteria.

—Ardith M. Bates, principal of Gladden Middle School in Chatsworth, Georgia, and a 2014 National Distinguished Principal

Student Service Club

When I hired a teacher from another school, she asked if she could start a Service Club. Students were paired up with teachers, and would come before or stay after school to help the teacher with different projects. Students also did other community projects throughout the year. We had over 240 fourth- through sixth-grade students sign up to participate in our first year—that's over 70 percent of the students in those grades. These students completed over 10,000 hours of service. I had one parent come up to me and say that this was one of the greatest things that our school has ever done for children. She said her child was thrilled at what she was able to accomplish, and gained greater self-esteem by serving others.

—James W. Melville, principal of Freedom Elementary School in Highland, Utah, and a 2012 National Distinguished Principal

Handmade Praise

End each day by reflecting and acknowledging a staff member or student through a positive handwritten note. This helps you end the day focusing on the positive, and not on the parent phone calls or discipline referrals that have consumed the day. It also improves morale with students and staff members as it helps them realize that at any moment they may be "caught doing good" for all things, small or large.

—Andrea Pitonyak-Delcambre, assistant principal at South Thibodaux Elementary School in Thibodaux, Louisiana, and a 2014-2015 National Outstanding Assistant Principal

—Dateline NAESP



National Association of Elementary School Principals
Serving all elementary and middle-level principals

Dear NAESP Members,

By now you may have heard that the Obama Administration released new [*Guidance on Title IX*](#) that will impact your school related to protections for transgender students and allowing use of facilities that match a particular individual's chosen identity. Given the safety and social-emotional well-being of every student that must be at the forefront of discussions in your learning community on this issue, NAESP would like to draw your immediate attention to an accompanying document, [*Examples of Emerging Policies and Practices to Support Transgender Students*](#).

Given the importance of this issue and protections for transgender students, as well as age-appropriate considerations that every Pre-K-8 principal must take into account, NAESP would like to underscore that this federal guidance jointly signed by the U.S. Department of Justice (USDOJ) and U.S. Department of Education (USED) does not add requirements to current law, but provides information to states, districts, and schools through examples on how to evaluate policy and practices when considering compliance with any legal obligations.

NAESP encourages all principals to be acquainted with state and district policies regarding transgender students, and to consult your school or district attorney should you have any questions or concerns. Any school district policies that include protections for transgender students should include the perspective of principals in the school building where policies are not currently in place, and we encourage you to weigh in as state and local determinations are made. Finally, it is critically important to maintain a positive school culture where all students feel included and respected, regardless of their gender identity or gender expression, and we encourage you to work with your school support personnel, such as counselors and psychologists, to ensure that younger students have clear and age-appropriate communication.

Let me take this opportunity to thank you for your unwavering leadership and stalwart commitment to ensuring the best for all children.

Sincerely,

Gail Connelly
NAESP
Executive Director



National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314
Tel: (703) 884-3345 Toll Free: 800-386-2377
www.naesp.org





Celebrating 20 Years of Success in Tennessee Schools!



Thank You for Allowing ENA to be Your Trusted Partner.

Education Networks of America (ENA) is proud to provide Tennessee's K–12 schools with solutions that drive student achievement, operational efficiencies, and 21st century learning. Discover how our solutions—such as the **ENA Partner Program** and **Video Collaboration Powered by Zoom**—can cultivate collaboration, enhance student engagement and performance, and boost efficiency at the lowest available prices!

ENA Partner Program

The ENA Partner Program is our outstanding lineup of educational, administrative, and productivity products, including Big Universe, BrainPOP, Gaggie, GradeResults, and Learn360. Contact ENA Partner Program Professional Chad Arnold at carold@ena.com.

Video Collaboration Powered by **zoom**

Video Collaboration Powered by Zoom offers affordable and versatile videoconferencing technology and video collaboration tools that meet the unique needs of today's 21st century schools. Contact ENA Senior Product Marketing Professional Monica Cougan at mcougan@ena.com.

Visit our website at **www.ena.com**



We Make You Look Good!

(660) 826-1764

1-800-573-8646

Fax: (660) 829-0590


printing@inter-state.com

For All Your Commercial Needs

- Computer to Plate Technology
 - Wide Format Printing
 - Books/Magazines
 - Maps/Posters
 - Newsletters/Annual Reports
 - Postcards/Brochures
- State of the Art Digital Printing

3500 Snyder Ave ■ PO Box 1777 ■ Sedalia, MO 65302-1177





Together we
share the same
commitment...



- School Photography
- Sports Photography
- Yearbooks
- Student Planners
- Fall and Spring Contemporary
- And Much, Much More!

For more information on the
services we offer, contact us at
customer service # **1-800-836-5206**
or visit us at www.isspub.com

...making a
difference to the
families we serve!

Tennessee Principals Association

205 Sterling Springs Drive
Johnson City, TN 37604