

Fall 2015 Issue

TENNESSEE PRINCIPAL

JOURNAL OF THE TENNESSEE PRINCIPALS ASSOCIATION



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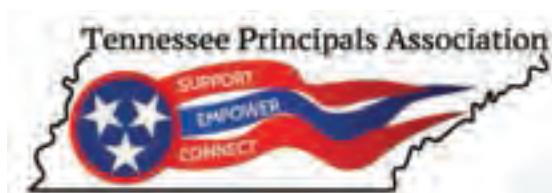
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Articles printed may be quite divergent in point of view and controversial as TPA feels that our members can best be served through discussions which challenge and stimulate their thinking. Therefore, the articles published in the journal represent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

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Volume XXIX – Fall 2015



**Volume XXIX
Fall 2015**

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Fall 2015

On the Cover



This edition's cover shows close-ups of three Tennessee Principals, Brian Partin, Sharon McNary and Kimbrelle Lewis, currently serving our organization at the national level. Look closely at the background shot to see them take their places on stage at the NAESP national conference last July in Long Beach, CA.

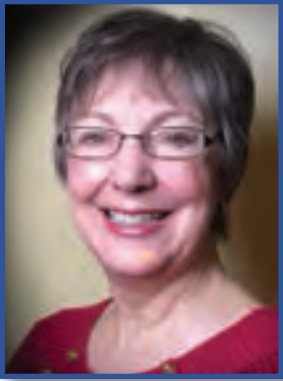
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Editor's Page



Catherine Prentis

Principal, Retired from MNPS

Email: c1prentis@gmail.com

Dear Friends:

Have you already done your homework? By that, I mean have you looked up every possible news story on the big happenings for education effecting our state? I didn't think so. Then you are in luck! We did it for you.

Inside this issue of Tennessee Principal you will find articles detailing the latest from Washington on new proposals for student testing for the future, how our kids did in the recent past and some of the best ways to address those students who need our help the most.

I also did a little research of my own on why Tennessee principals--past, present and future--believe that membership in TPA is important. Take a look at what some of them had to say on Pages 18 - 20. In this issue you will also find the second part of Nancy Meador's mentoring adventure. Check it out--every principal needs a real challenge when they do decide to retire! Did that word make you sit up and take notice? I'll bet a few of you are considering it, but if you are like I am, there is only so much knitting you can stand! It might just be your reward for a career well-done to pass on your experiences to another generation!

And if retirement seems too far away, meet us in Cool Springs in December for the TPA annual leadership conference. It is a perfect way to rejuvenate and face the winter months with fresh ideas. One of our speakers for this conference will be featured at the NAESP national conference in July! I can't wait to get a preview of what will be on tap in Maryland this summer.

And lastly, my apologies for not including a true research piece in this issue, but go to page 10 for the guru of differentiated instruction, Dr. Carol Ann Tomlinson's ideas on how to make RTI work. We can all learn a lesson from this expert!

And if you are just really tired, remember, you just made it through a week that contained Halloween and a full moon...you're welcome!

igbok,
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,

It is hard to believe that in only a few short weeks we will be approaching the end of our first semester of school. As principals, we function at such an intense pace that we have to make a conscious effort to reflect on our leadership practices. We ask our teachers to reflect on their teaching through the observation process, yet I wonder how often we, as leaders, take time to truly reflect on what is working well and what is in need of improvement.

All too often I find myself focusing on the things that are not working well, rather than taking time to also celebrate the successes that our students are experiencing every day. I want to encourage you to take time before we begin our second semester to pause and celebrate the successes that your faculty and students have accomplished during the first semester of school. This will set a positive tone for 2016!

On behalf of the entire TPA Board of Directors, I want to invite each of you to attend our annual conference in Cool Springs this December 9th and 10th. The TPA Annual Conference will provide Tennessee principals with an opportunity to grow professionally and also network with principals across the State.

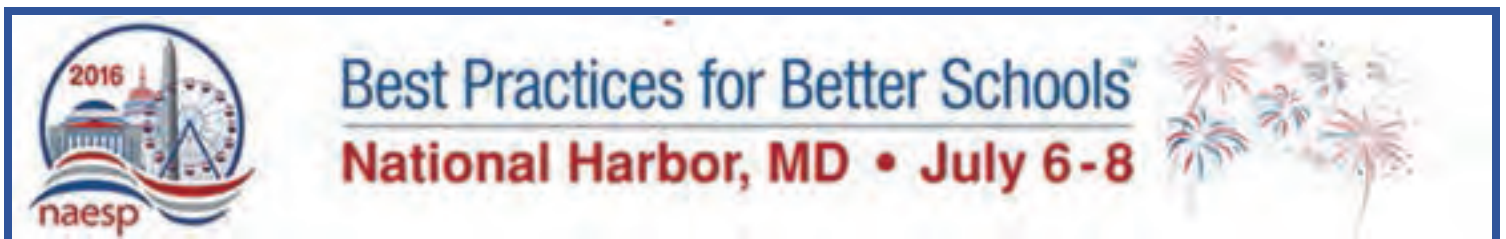
The TPA Conference Committee has been hard at work for the last six months to secure high quality keynote speakers and presenters for the concurrent sessions. Our keynote speakers frequently present at national level conferences, so we are excited to have them at our state level conference! The theme of this year's conference is Legacy of Leadership.

The agenda for our conference includes Commissioner of Education, Dr. Candice McQueen, Col. Arthur Athens, Dr. Kevin Baird, and Dr. Pedro Noguera. In addition, attendees will be able to self-select four breakout sessions to attend from the sixteen sessions that will be offered. Our time together will conclude with an Awards Luncheon on December 10th where NAESP President, Dr. Robyn Conrad Hansen, will address Tennessee Principals.

Take a look at the registration information found on pages 34 & 35. There are special discounts for school based teams, which would be a great way for you to bring aspiring administrators or an Assistant Principal with you for a group registration fee.

We look forward to seeing you soon in Cool Springs!

Sincerely,
Ann-Marie



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Our Keynote Speakers:



Dr. Candice
McQueen



Dr. Pedro
Noguera



Colonel Arthur
J. Athens



Mr. Kevin Baird



Dr. Robyn Conrad
Hansen

Program Highlights

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NAESP Vision Goals:

Leading Vision Goal Update (Advocacy, Public Affairs, & Special Projects)

- NAESP is gearing up to protect the provisions successfully secured in the reauthorization of the Elementary and Secondary Education Act (ESEA) this year as the House and Senate put forward legislation to renew the law. Specifically, NAESP is supporting S. 1177 “Every Child Achieves Act of 2015”. While NAESP does not support the overall bill, there are several provisions in H.R. 5, the “Student Success Act,” that will be supported as legislation heads to a conference committee.



Brian Partin
NAESP Vice-President

- To review the provisions, NAESP has been working on in federal law to strengthen programs to recruit, prepare and provide ongoing professional learning for principals. Please review the rundown here. NAESP issued an action alert to all members and will continue to ramp up advocacy. To see the alert and more importantly, take action, go to the Legislative Action Center.
- Pre-K-3 Education and Leadership continue to be a strong focus of NAESP in the policy and advocacy campaigns currently on Capitol Hill. Several provisions to support the role of principals (as discussed in NAESP’s recent publication Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice) to lead successful early childhood education curriculum and instruction are also included in the Every Child Achieves Act of 2015 as key amendments. We are advocating for continued support of these provisions as well an expansion of federal preschool development grants in the reauthorization of

ESEA. Additional communications will be launched surrounding this effort as Members of Congress return to Capitol Hill in the upcoming weeks.

- NAESP is working on draft legislation to amend the Higher Education Act (HEA) to provide loan forgiveness for principals who enter the profession and serve in high-need schools. The bill, along with a resolution honoring principals in October and designating “Nation Principals Month” will be introduced by our Congressional champions soon. Additional communications and advocacy activities will be forthcoming to celebrate National Principals Month.

- Special project work includes implementation activities supported the W.K. Kellogg Foundation which focus on creating a “P-K-3 Leadership Academies,” or professional learning communities that will offer a blended learning experience for principals. The curriculum work is underway and modules will be tested in November 2015. The curriculum aligns to the NAESP publication, Leading P-K-3 Learning

Communities: Competencies for Effective Principal Practices. NAESP is working to build the program through the fall and winter in order to launch January 2016.

- Dissemination and promotion of tools and resources for principals also continues in the NAESP special project work. Additional development is being considered for the modules developed by the Coalition to support Grieving Students for principals, which we showcased at the annual conference in Long Beach, and ongoing work with the Wallace Foundation to disseminate important research on effective instructional leadership practices, including those surrounding the role of principals and leadership in action on the PBS Learning Media website. NAESP will also be disseminating the ITN video production, PRINCIPALS PERSPECTIVE TV, which is located on the homepage www.naesp.org.

Leading, Learning, Community and Organizational



Kimbrelle Lewis
NAESP Board Member At-Large

Learning Vision Goal Update (Professional Learning and Programs)

- The National Principal Mentor Program training schedule for 2015-16 school year is listed on page 16

Advanced Mentor Trainings for certificate renewal are identified on the NAESP website as they are scheduled. NAESP works in partnership with McREL in implementing these trainings

- A new NAESP Professional Learning opportunity being initiated is a one-day workshop that provides an overview of mentoring with a focus on the high impact skills that every mentor and coach should know. This workshop is being piloted in partnership with a large urban school district in September. One of the goals of this session is to begin the district conversation about how to provide an infrastructure of support for new principals which meets individual needs. The second new learning opportunity is the inclusion of professional learning simulations into the NAESP training programs to enhance discussions around

decision-making and outcomes of leadership practices. The simulations developed were supported in partnership with the University of Pennsylvania.

- The professional development team is aligning early childhood learning, before/after-school and summer learning, and arts education major initiatives to further develop the impact that principals have in their schools and in their communities
- NAESP and NASSP are leading a live webcast event on October 5, 2015 from 4:00-5:00 EST to feature four successful principals in discussing their practices in promoting student learning. This is funded by The Wallace Foundation and registration is available on the NAESP website at www.naesp.org

Communities Vision Goal Update (Membership, Marketing, & Communications) National Panel of New Principal: Enrollment on the National Panel of New Principals has surpassed 1,200. To qualify as a panelist, you must be in

your first or second year as an elementary or middle school principal. Participants do not need to be members of NAESP and may remain on the panel until the end of their second year as a principal. Your commitment as a panelist is to respond to four to six questionnaires per year, each less than 10 minutes, covering a range of topics relevant to new principals. NAESP will share the key findings with you, and, as a thank you, participants completing multiple surveys will receive a special Thank You gift from NAESP or one of our sponsors.

To enroll to participate in the panel, please log into NAESP.org and click on the National panel of New Principal Banner.

Organizational Vision Goal Update (Governance, Finance, Administrations, Foundation, & Partnerships)

- NAESP is seeking candidates for the office of NAESP Vice President for 2016-2017. The Prospective Candidate Data form is due to NAESP by October 1, 2015
- NAESP is seeking candidates for Directors in Zones 3, 4, and 6 in the 2016 NAESP Election. The Prospective Candidate Data form is due to NAESP by



Sharon McNary
Zone 4 Director

December 1, 2015

- NAESP is seeking candidates for the Director At Large, Middle-Level, Minority position that will be appointed to serve a three year term of office beginning July 1, 2016. The Prospective Candidate Data form is due to NAESP by December 1, 2015.
- Interested candidates for all positions on the Board of Directors should request the electronic Prospective Candidate Data form from Jennifer Shannon.

What is the Role of Differentiated Instruction in RTI?

Questions are good! *“If you want to feel safe and secure, continue to do what have always done. If you want to grow, go to the cutting edge of our profession, just know that when you do, there will be a temporary loss of sanity. So know when you don’t quite know what you are doing you are probably growing!” – Madeline Hunter*

FAQ #1: How can we differentiate instruction when everyone has to take the same standardized test? (Aren’t differentiation and standards incompatible?)

There are at least two reasons why standards-based teaching and differentiation are not in conflict:

1. Standards guide us to WHAT to teach. Differentiation guides us in HOW to teach. It is possible to TEACH the phone book—or great books—in a differentiated manner or in a one-size-fits-all manner. It’s likely that either will be LEARNED better when taught in a way that’s responsive to a learner’s needs.
2. Differentiation doesn’t typically advocate changing the standard in response to learner variant, but rather providing a variety of avenues to mastering the standard and a range of support systems for doing so. The richer the framework of meaning, the more likely students are to be motivated to learn and to be able to recall, relate to, retain, and retrieve what matters.

FAQ #2: How can we differentiate instruction when we already have more to do than we have time to do it? (Doesn’t differentiation just take too much time?)

Start slowly, but start. The idea is not to do everything the “old” way and THEN plan for differentiation, but to plan for differentiation as a replacement for some of the “old” things. Begin in one of the following ways:

- In one subject or class where the need is greatest or where you feel most comfortable
- For brief time spans
- With part of the class
- At the end of a time block

Some ways to begin RtI:

- Lead your students—make them your partners—then manage.
- Plan the details carefully and at a pace that works for you and your students.
- Add 3-4 low prep strategies and 1 high prep per quarter.
- Rehearse and review.

- Be reflective—celebrate successes and learn from rough spots.

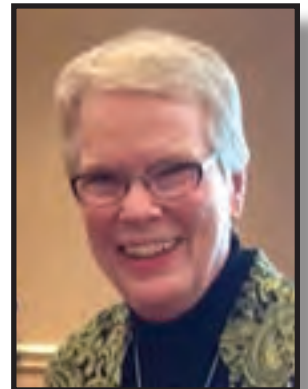
Remember that teaching is a marathon, not a sprint.

FAQ # 3: How can we teach the kids who simply can’t work without an adult standing over them? (Isn’t differentiation unrealistic for my students?)

Virtually all students can learn to work independently—and they want to work independently! To get there teachers have to:

- Have a vision
- Share the vision with students
- Enlist student partnership
- Provide clear structures to support success
- Rehearse routines and procedures
- Ask students for input on how to make the classroom work better for them
- Reflect on routines and procedures, teachers together and with students.

Dr. Carol Ann Tomlinson, University of Virginia’s Curry School of Education Professor. A leading expert on Differentiated Instruction, her goal is to develop more responsive heterogeneous classrooms. She was a presenter at NAESP Annual Conference 2013 in Nashville.



Things to consider:

If we continue to insist that students in our grade aren’t mature enough to work independently, when do we assume they will learn those skills (which are non-negotiable for academic success)? Our willingness to vigorously support students in growing as independent learners says a good bit about our mindset, our trust in them, and our expectation of them. There is a strong correlation between a student’s ability to work independently and his/her metacognition. In difficult settings: Don’t give up, press harder. Remember the “warm demanders.” Work to understand the students’ needs.

FAQ #4: Can’t we differentiate more effectively if we group kids for subjects based on their ability and test scores? (Isn’t ability grouping a better approach than differentiation?)

Frequently Asked Questions – from a presentation by Carol Ann Tomlinson

The real issue behind differences in student performance is unequal access to a high quality, challenging curriculum. In analyses conducted with international data across countries and with U.S. data across schools and districts, we've demonstrated the significant relationship between classroom instruction and student achievement. Access to instructional content is always more strongly related to differences in student performance than are the student background factors often cited to explain such differences. (Schmidt, H. & Cogan, L., 11-09, Educational Leadership, 67(3) p. 47)

FAQ #5: How can we prepare kids for college (real life) when we cater to them by differentiating instruction? (Isn't differentiation just trying to make things easier for kids?)

Differentiation is about teaching students what they need to thrive at the next level not about protecting them from it. Taking care to ensure that students learn is not mollycoddling, it's teaching! Robust differentiation always teaches up. It never dilutes or teaches down. Students should come back to say, I didn't think I could do what you asked of me, but you proved to me that I could. If students were ready for the next level, we should send them on, not hold them back. Kindergarteners aren't 3rd graders. Middle schoolers aren't high school students. High school students are not generally college-ready. The real world is likely to provide options that are a much better fit for the full spectrum of citizens than is school!

FAQ #6: Won't my kids be angry if some kids get easier work to do than others? (Isn't differentiation unfair?) Providing realistic challenge. The objective of this strategy is to provide experiences and develop student goals based on individualized realistic challenge, which connects students to knowledge by communicating to them high expectations while confirming that they have the capacity to reach these goals. Teachers can support this kind of challenge with clearly structured goals, frequent feedback, and positive intrinsic reinforcement, all geared to students' individual intelligences and learning styles. Students develop confidence when they know that they will have access to the tools and support they need to reach the expectations set for them. A study examining what made computer games so

captivating found that the key element is variable challenge based on player ability. The most popular computer games in the study took players through increasingly challenging levels as they became more and more skillful. As players' skills improved, the next challenge would stimulate new mastery to just the right extent that the player could succeed with practice and persistence (Malone, 1981). Extending that kind of incremental, motivating responsive challenge in the classroom is motivating and imparts a sense of accomplishment. (Willis, J. M.D. (2007) *Brain-Friendly Strategies* Alexandria, VA, ASCD, p.25)

FAQ #7: What's the connection between DI and RTI? (Can't we just do RTI—or DI?)

Both models require differentiation based on learner needs. The scope of the Differentiated Instruction model is broader in most aspects than RTI. The two models are compatible and can work in tandem to benefit student achievement. Tier 1 of RTI can be an important part of an effectively differentiated classroom.

Differentiated Instruction can facilitate a general education classroom in which Tier 1 of RTI is a natural element. Differentiated Instruction is necessary in Tiers 2 & 3 to address learner variance in those specialized settings. Collaboration between general education teachers and specialists can benefit students in both Differentiated Instruction and Response to Intervention—as well as many other student needs. RTI informs differentiation with struggling learners. RTI can't really happen without differentiation.

FAQ #8: What if the connection between regular district assessments and formative assessments in DI? (If we have regular district assessments, don't they become the formative assessments?)

The 4 key issues have to do with the scope of the assessments, the immediacy (are they given in time and at the right time and how fast do we get results?), alignment with curriculum and the student impact. Effective DI assessments need to address readiness, interest and the learning profile of the student.

Response to Instruction & Intervention

A kindergarten teacher pointed up the importance of discovering the learning profile when she said, “We (the kindergarten team) were ALL amazed by the results of our symmetry pre-assessment. Vocabulary really played a role in the ‘tell me why’ part of it. We all had more than one kid about whom we made wrong assumptions as to which ‘group’ they would be in. The pre-assessment made us face the fact that before we really didn’t know our students.”

FAQ #9: How do I/we get started with differentiation (classroom and/or school level)?

Some very important things for teachers and the administration to consider before implementation:

- Examine your mindset
- Establish a need
- Ground your motivation
- Think about learning environment and affect
- Establish ties and trust
- Begin with interest/learning pre-assessments
- Start slowly, but START (review FAQ #2)

Plan for Success: (think about these steps in terms of classroom implementation AND the administration’s approach)

1. Visualize how you’d like to activity to work.
2. Ask yourself, What could go wrong?
3. Plan proactively to avoid pitfalls.
4. Allow time for careful directions.
5. Allow time for closure and de-briefing.
6. Have an escape hatch ready to go

Administrators’ Think List:

1. What do teachers need to KNOW, UNDERSTAND AND BE ABLE TO DO in order to be able to fully support the success of each learner in their classes?
2. Where is each teachers practice in relation to those KUDs?
3. What do you need to do to move each teacher toward increasing expertise in differentiation based on his/her current practice? What kind of mindset, connections, and community do you need? What kinds of support?
4. What will you do to ensure maximum teacher growth? How will you address teacher variance in readiness, interest, and learning profile?
5. How will you know whether those plans are working?

6. What will you do as you see how plans are working for individual teachers and for the faculty as a whole?

FAQ #10: How do you grade differentiation? (Isn’t differentiation somehow incompatible with grading practices?)

Start with the principles of effective grading and reporting:

1. Its unwise to over-grade student work.
2. Grades should be based on clearly specified learning goals.
3. Grades should be criterion-based, not norm-based.
4. Data used for grading must be valid (measure what we intend to measure).
5. Grade later in the learning cycle rather than earlier.
6. When its time for report cards, practice 3-P grading: Process, Progress and Performance (or product).

Tomlinson says the following about report cards and what to do if they don’t work:

- Attach an explanatory checklist with the 3 Ps
- Talk with parents during conferences about the 3 Ps.
- Send an email with a completed template reporting on the 3 Ps.
- Have students keep records of their 3 Ps and write a summary to parents.
- WORK TO CHANGE THE REPORT CARD!

Thomas F. Kelly said this about Grade Inflation: “Teachers should set criteria for grades and determine what achievement levels equal mastery. The number of students who get an A should equal the number who master the criteria set for an A. If our instruction is effective, that number should be high.”

It is incompatible with a democracy to train the many and educate the few. –Arthur Bestor

RTI Implementation in two Tennessee Schools

Ridgeway Middle School strives to provide all students with rich learning experiences and sustain a climate of continuous academic and social growth. We believe that academic enrichment plays a vital role in addressing students' academic deficits and preparing students for the new assessment model in the state of Tennessee (TNREADY).

To provide all students with more specific and intensive support, we have over 20 sections of academic enrichment built into our master schedule. Teachers submit an academic enrichment lesson plan to the instructional facilitator weekly to provide a focus that ensures successful student outcomes. Daily academic enrichment classes provide teachers and students with an additional opportunity to target specific student's skill mastery, specific students (Tiers I, II, III), re-teach as well as reassess student work, provide one-on-one instruction through learning stations, and implement the district's RTI² initiatives (I-station and I-ready) to increase literacy and numeracy.



Corey Williams
Ridgeway Middle School

At **Cordova High School** in Shelby County, we understand the importance of ensuring that interventions are provided to students in secondary schools during the school day. Implementing interventions with fidelity helps students to reach their ultimate goals of graduating from high school and moving on to college and career endeavors.

Although RTI² will not be mandated in high schools until next year, we have implemented an intervention block during the school day that targets three school goals this year. The first goal of the intervention block is to ensure that students (Tier II and III) are performing at grade level. The second goal is to present extra opportunities for teachers to re-teach content so that students (Tier II and III) can reach mastery. The third goal is to allow opportunities for Tier I students to improve their performance on college entrance exams as well as high level courses such as Dual Enrollment, STEM, and Advanced Placement.



Kymberli Chandler
Principal Cordova High School

Mentoring the Next Generation of School Leaders

By: Nancy Flatt Meador, Ed.D.
Eric Hartfelder, M.Ed.



Since Part I, Eric has stepped out of the classroom into the role of assistant principal. He has encountered a lot of change, challenge, and success as his journey in school leadership has begun. Over the past nine months, we worked to develop confidence, expertise, and relationships in his new position.

The mentor-protégé relationship grew based on Eric's experiences and needs. Confidentiality of conversations led to a deeper level of trust and respect. From conducting mock interviews to classroom observations, Eric's growth as a new school administrator has progressed. Many topics have been discussed, analyzed, and reflected on in order to meet Eric's professional needs.

Over the past nine months, mentor-protégé work has included the following:

- Minimum of 72 contact hours (e.g., meetings, phone calls, emails, texts)
- Focus on the six principal standards in the text "Leading Learning Communities, What Principals Should Know and Be Able to Do"
- Focus on the NAESP Mentor Competencies
- Leadership support
- Communication among different groups
- Building relationships with all stakeholders



One of the areas that Eric considered most important in this process was the area of effective communication. Eric realizes that as an assistant principal he is there to support the building level principal. In many reflective conversations, we would circle back to the thought – how can I best support the principal through my efforts in order to balance the workload. Eric ends every day by asking his principal "what else can I help you with?"

Reflections from Eric: Why mentoring?

One of the difficulties of accepting a new position is the inevitable lack of experience. However, experience is one of the most important factors in both immediate and long-term success. As a new administrator, I could only view situations from an inexperienced perspective. As a result, every situation was new and therefore I had limited knowledge to help guide my thinking. Although I had a strong conceptual understanding of how to handle situations from my

studies, I had little to no practice from which draw.

At my school, I am blessed to be working for an incredibly supportive principal. However, my role as an assistant principal is to support her by balancing the workload and overall administrative responsibilities. Not every situation allows for prior consultation before making a decision. Furthermore, if we consulted before every decision, it would be much easier for the principal to address the matter. In order for me to help support her and balance her workload, I needed to be able to gain as much experience as possible so I can make decisions that support the prin-

This article is Part II of a two part series. Dr. Nancy Flatt Meador, former NAESP President and retired principal, is currently mentoring Eric Hartfelder, Assistant Principal in Metro Nashville Public Schools. Eric is following his dream in becoming a new school administrator.

As an assistant principal, I have supported my building principal in a multitude of ways. I have observed, conferenced, and led collaborative meetings with teachers, assisted with staffing decisions, met with parents for discipline and educational matters, participated in meetings with community members, worked closely with district officials and private consultants, planned and presented professional development, and represented our school at district-wide meetings. All of my responsibilities are an extension and representation of my building principal and what she has put in place for the success of the school. However, each responsibility requires experience and insight in order to conduct myself appropriately.

The mentor-protégé relationship provided valuable guidance and the ability to learn from the experience that my mentor has gained over the course of a successful career. Our conversations allowed me to identify situations that call for principal consultation. Additionally, our mentor-protégé interactions allowed me to reflect on past decisions and plan for future situations. Together, we quickly met and exceeded the 72 required hours as outlined in the NAESP National Principal Training and Certification Program. These contact hours saved valuable time for my principal!

Sample mentor-protége conversation topics:

- Planning and presenting professional development
- Leading collaborative planning meetings
- Conferencing with teachers
- Leading Leadership Team meetings
- Establishing routines and systems to support learning
- Leading IEP meetings
- Working with district representatives
- Working with outside consultants
- Meeting with Director of Schools
- Meeting with parents
- Meeting with community members
- Representing the school at First Choice Festival

The greatest takeaway from the mentor-protégé relationship is being able to reflect on past decisions and look at new situations through the experienced perspective of my mentor. Her questions, feedback and reflection, along with guidance and support helped me acquire the experience needed for long-term success as an administrator.

Reflections from Nancy:

Completing the National Principal Mentor Certification Program has been another career highlight for me! This program, sponsored by the National Association of Elementary School Principals (NAESP), has equipped me with additional skills to help aspiring and new school leaders. Any veteran principal seeking to make a difference in the next generation of school leaders should consider participating in this training. It makes a difference!

Eric's expectations from his mentor included being open and honest. He wanted his mentor to share what was in his best interest as the relationship moved forward. Eric felt comfortable expressing his thoughts and feelings in a non-threatening environment. He charged me to be open and honest so that real growth could occur.

In monthly reflections, Eric provided me reflection and feedback as a mentor. A "sampling" of those reflections is listed on the next page.

You helped me:

- establish a code of ethics for how I will interact with my principal
- understand how I can conduct myself to develop a relationship built on trust with the principal
- present myself and communicate with the principal to welcome open and reflective conversations that build rapport and trust with the principal
- understand how my role during the initial staff interactions is to build their individual capacity to work with standards, content, and school data
- understand that my mentoring needs have changed now that the school year has begun and the students and teachers are in classrooms
- center professional conversations on building the capacity of teachers so students can succeed.
- understand that a principal cannot run the school alone and how to utilize school, community, and district resources to promote a positive school culture

We are both grateful for this experience and on-going professional relationship that has been formed. Even though the conditions of the program have been met, Eric and I plan to continue our mentor-protege relationship through the end of his first year. Every Friday after the school week is completed, Eric calls me for “Friday Celebration” time. He discusses the highlights and lowlights of the week and what he learned from the situations he encountered. I have no doubt, that Eric’s journey as a school leader will be successful due to his thoughtful, caring, and sincere approach to his new position. When I first discussed this opportunity with Eric, I asked him the critical question: Why do you want to become an administrator?

Response: I want to be an administrator to ensure that my school is a place for love and learning. I want everyone who walks through the door to experience the joy that comes with helping others learn and achieve. I want to motivate and support teachers as they work to provide their students with the very best they have to offer.

So, we end as we started several months ago . . . with this paragraph . . .

“Give back! Pay it forward! Your experience can help those who want to lead! If you are a veteran principal, and desire to make a difference, consider becoming a mentor to an aspiring or new administrator. Your knowledge and wisdom are valuable to those who aspire to lead our schools.”



NAESP Mentor Trainings 2016

Please visit www.naesp/mentor for registration and further information.

Please check back often as we will be adding more training opportunities for 2016 in the near future.

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January 28-30, 2016

Mentor Training
Denver, CO
May 5-7, 2016

Mentor Program Advanced/Renewal Training
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Mentor Program Advanced /Renewal Training
Denver, CO
May 5-6, 2016

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- gain access to NAESP's team of nationally certified mentors to ask one-on-one questions
- receive a personalized National Panelist certificate to display in their office



"I loved being able to give my feedback, and to see the feedback of others. It let me know that I was on the right track as a new principal, as well as giving me new ideas."

SHERRY WATTS
MINEOLA ELEMENTARY, MINEOLA, FL

Panelist Qualifications

- Participants must be first- or second-year elementary or middle-level principals.
- NAESP members and non-members are welcome.

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Why Be a Part of TPA?



When I came to Tennessee to serve as a principal of a K-5 school, I wanted to connect with a group of administrators who could assist me in learning the “Tennessee” ropes. I quickly became an active member and later served as TPA president. Although I am now a central office administrator, I still belong to TPA and attend their events. The principalship is a worthy but demanding role and I want to be able to support my district’s principals with tools and techniques I learn through TPA.

Debra R. Bentley, Ed.D.
Director of Instruction and Communications, Johnson City Schools

Being an effective administrator is all about collaborative leadership. And being a member of TPA allows you to collaborate with and learn from the best and brightest in Tennessee. As a new administrator, membership with TPA has helped me grow so I can best support my principal and schools in ways that I never would have been able to on my own.

Eric Hartfelder, Assistant Principal
Inglewood Elementary



I joined TPA as an aspiring administrator and have continued my membership as a new administrator. TPA provides new and aspiring administrators opportunities for growth in professional development and opportunities to network with other administrators not only in the state of Tennessee but also across the nation. Joining TPA automatically gives members two million dollars in legal services and protection. I have had the opportunity to network and build my professional support system through TPA. It has been such a valuable opportunity when you are just beginning your administrative career!

Tara Loba, Principal
Andrew Jackson Elementary

I want to stay informed, insured, and engaged in my professional association following retirement. NAESP and TPA have been such an integral part of my professional journey, I plan to be involved through mentoring as the next generation of school leaders comes on board!

Dr. Nancy Meador
Past President of NAESP



I joined TPA because it provided me the opportunity to network with like-minded individuals across the state of TN. TPA has also provided pertinent professional development that has allow me to grow further in my career.

Janice V. Tankson Ed.D.,
Principal
Levi Elementary School

In the Members' Own Words



I choose to be a member of TPA for the professional network we enjoy as members. I did not renew my membership several years ago and joined another professional group. It didn't take me long to realize the benefit I enjoyed the most with TPA is the relationships I developed with principals all over the state of Tennessee. Being able to email or pick up the phone and call friends right down the road or hundreds of miles away who understand the demands of our career is something I will not take for granted again. I appreciate safety net our insurance provides and the service of timely legal advice as well, but the rich relationships I have developed with principals throughout the state is truly why I value my membership in TPA.

Dr. Steve Barnett
Johnson City Schools

"As an aspiring administrator, learning from and leaning on successful administrators is important to me. The Tennessee Principals Association (TPA) is an organization that advocates for educational leaders and K-12 students throughout this great state. Furthermore, the TPA offers personal and professional growth opportunities that will enlarge my professional learning network. With a changing educational landscape, I believe that the TPA offers many opportunities to keep me informed, encouraged, and empowered."

Dr. Avery Finch,
Aspiring Administrator
John Early Middle Museum Magnet School



The reason I am a member of TPA/NAESP is that I believe in the value of educators supporting educators, especially principals supporting each other. I believe that only by belonging to an organized group can this be accomplished. Secondly, I reap the benefits of continued legislative advocacy, legal support, and excellent publications.

Teresa Dennis
Retired Principal

TPA membership keeps me current and up to date with important educational issues. As a retired administrator, I am still active in my profession. I supervise student teachers and graduate students seeking administrative licensure. If I simply relied on my past experience to advise these students, I would miss a great deal of the new trends and important changes that impact the daily lives of active educators. I want to remain a part of the conversation supporting public education. TPA affords me this opportunity.

Catherine Prentis
Retired Principal
Adjunct Faculty, Bethel University

...continued on pagew 20

Why TPA Membership?...continued

“As a member of TPA, the service to my school community has been greatly enhanced because of the collaborative opportunities that have been provided through this association. As a result of the opportunities provided by TPA at the state and national levels, I have been able to expand my network of support and my professional knowledge. I will be forever grateful for choosing to get involved as an assistant principal and would encourage any new principal regardless of where they are in their career to get involved with our organization!”

Brian Partin
Kingsport City Schools



I am a member of TPA because of the connectedness I am able to experience with other principals throughout the state. I grow as a professional as a result of these relationships and from the shared knowledge we gain through the publications and through the professional development opportunities that TPA provides to principals.

Holly Flora
Kingsport City Schools



The Great Opportunities at the National Conference!

All these administrators--currently serving and retired--enjoyed the benefits of TPA membership at the NAESP Conference in Nashville in 2014. Be a part of this event in 2016 in National Harbor, MD, July 6-8th



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- _____ \$385.00 TPA/NAESP Active "A" (line administrators)
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- _____ \$120.00 Aspiring Principal TPA/NAESP "G" (teachers, counselors)
- _____ \$210.00 Associate "P" (professors, central office)
- _____ \$168.00 Emeritus "E" (voting privileges and insurance coverage)
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Membership year through 8/31/2016

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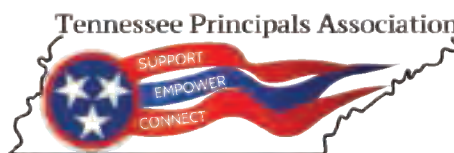
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TASL Honors Principals

by Misti Jenkins
Librarian, Blackman High School

The Tennessee Association of School Librarians (TASL) honors administrators who support their school library programs at its annual conference; this year nine administrators were honored at the TASL Conference on September 25 in Murfreesboro.

Those nominated were placed on the Administrator's Honor Roll. Honorees this year are Susan Blankenship, principal of Sylvan Park Paidea Design Center of Metro-Nashville Public Schools; Ricky Catlett, principal of Chester County High School; Dr. Andre Crafford, Supervisor of Elementary Schools and School Libraries for Collierville Schools; Dr. Tammy Garrett, principal of Hobgood Elementary School with Murfreesboro City Schools; Troy Kilzer, director of Chester County Schools; Cherish Piche, assistant principal of Apollo Middle Prep of Metro-Nashville Public Schools; and Molly Rumsey, Director of Library and Information Services at The Harpeth Hall School in Nashville.

The librarians who nominated these principals cited support of the library program through specific methods such as a principal's dressing up for library events like book fairs, sending librarians to conferences, allowing/facilitating meetings of librarians by level, inviting librarians to serve on leadership teams, supporting programs such as Battle of the Books, providing support through a physical presence in meetings, ensuring flex-scheduling of the library, providing funding for the creation of makerspaces and additional library technology, and protecting the library from testing so it can still be used for research.



The Valedictorian of this year's Administrator's Honor Roll is Becky Coleman, the K-12 Director of Literacy for the Hamilton County Board of Education. Hamilton County's Library Leadership Team (LLT) nominated her for leading the librarians of Hamilton County Schools with an active, hands-on approach. Through her leadership Hamilton County's LLT has "evolved to more thoroughly address the scope of issues facing (Hamilton County's) librarians." She provides her librarians with professional learning opportunities, purchased two professional books for each librarian, lead a partnership with Chattanooga's Public Library to put public library cards into the hands of students, and encourages her librarians to lead professional development within their own schools.

TASL wishes to congratulate all of these excellent administrators and hopes to encourage more positive relationships between librarians and their administrators.

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Obama Administration Calls for Limits on Testing in Schools

By KATE ZERNIKE

Faced with mounting and bipartisan opposition to increased and often highstakes testing in the nation's public schools, the Obama administration declared that the push had gone too far, acknowledged its own role in the proliferation of U.S. tests, and urged schools to step back and make exams less onerous and more purposeful. Specifically, the administration called for a cap on assessment so that no child would spend more than 2 percent of classroom instruction time taking tests. It called on Congress to "reduce overtesting" as it reauthorizes the federal legislation governing the nation's public elementary and secondary schools.

"I still have no question that we need to check at least once a year to make sure our kids are on track or identify areas where they need support," said Arne Duncan, the secretary of education. "But I can't tell you how many conversations I'm in with educators who are understandably stressed and concerned about an overemphasis on testing in some places and how much time testing and test prep are taking from instruction."

"It's important that we're all honest with ourselves," he continued. "At the federal, state and local level, we have all supported policies that have contributed to the problem in implementation. We can and will work with states, districts and educators to help solve it."

Teachers' unions, which had led the opposition on the left to the amount of testing, declared the reversal of sorts a victory. "Parents, students, educators, your voice matters and was heard," said Randi Weingarten, the president of the American Federation of Teachers. And even some proponents of newer, tougher tests said they appreciated the administration's acknowledgment that it had helped create the problem, saying it did particular damage by encouraging states to evaluate teachers in part on test scores.

But the administration's so-called "testing action plan" — which guides school districts but does not have the force of law — also risks creating new uncertainty on the role of tests in America's schools. Many teachers have felt whiplash as they rushed to rewrite curriculum based on new standards and new assessments, only to have politicians in many states pull back because of political pressure.

Some who agreed that testing has run rampant also urged the administration not to throw out the No. 2 pencils with the bath water, saying tests can be a powerful tool for schools to identify weaknesses and direct resources. They worried that the cap on time spent testing — which the administration said it would ask Congress to enshrine in legislation — would only tangle schools in more federal regulations and questions of what, exactly, counts as a test.

"What happens if somebody puts a cap on testing, and to meet the cap ends up eliminating tests that could actually be helpful, or leaves the redundancy in the test and gets rid of a test that teachers can use to inform their instruction?" asked Michael Casserly, the executive director of the Council of the Great City Schools, an organization that represents about 70 large urban school districts.

Michael J. Petrilli, the president of the Thomas B. Fordham Institute and one of the most vocal proponents for higher standards and tougher tests, said, "There's plenty of agreement that there's too much testing going on." But, he added, "we have to be careful, as with anything federal, that it doesn't lead to unintended consequences."

The administration's move seemed a reckoning on a twodecade push that began during the Bush administration and intensified under President Obama. Programs with aspirational names — No Child Left Behind, Race to the

Top — were responding to swelling agreement among Democrats and Republicans that higher expectations and accountability could lift the performance of American students, who chronically lag their peers in other countries on international measures, and could help close a chronic achievement gap between black and white students.

States, led by the National Governors Association and advised by local educators, created the so-called Common Core standards, which outlined the skills students should have upon graduation, and signed on to tests tied to those standards. But as the Obama administration pushed testing as an incentive for states to win more federal money in the Race for the Top program, it was bedeviled by an unlikely left-right alliance. Conservatives argued that the standards and tests were federal overreach — some called them a federal takeover — and called on parents and local school committees to resist what they called a “one size fits all” approach to teaching.

On the left, parents and unions objected to tying tests to teacher evaluations and said tests hamstrung educators’ creativity. They accused the companies writing the assessments of commercializing the fiercely local tradition of American schooling.

As a new generation of tests tied to the Common Core was rolled out last spring, several states abandoned plans to use the tests, while others renounced the Common Core, or rebranded it as a new set of local standards. And some parents, mostly in suburban areas, had their children opt out of the tests.

Mr. Duncan’s announcement — which was backed by his designated successor, John B. King Jr. — was prompted in part by the anticipation of a new survey from the Council of the Great City Schools, which set out to determine exactly how much testing is happening among its members. That survey, released the same day, found that students in the nation’s big-city schools will take, on average, about 112 mandatory standardized tests between prekindergarten and high school graduation — eight tests a year. In eighth grade, when tests fall most heavily, they consume an average of 20 to 25 hours, or 2.3 percent of school time. The totals did not include tests like Advanced Placement exams or the ACT.

There was no evidence, the study found, that more time spent on tests improved academic performance, at least as measured by the National Assessment of Educational Progress, a longstanding test sometimes referred to as the nation’s report card.

“Because so many actors are adopting and requiring tests, you often find a whole portfolio of tests not being very strategic,” said Mr. Casserly, the council’s executive director. “It’s often disjointed and disconnected and incoherent in many ways, and it results in a fair amount of redundancy and overlap.” Still, he said: “We don’t think tests are the enemy. We think there’s an appropriate place for them.”

The administration said it would issue “clear guidance” on testing by January. Some of the language of the announcement Saturday was general; it said, for example, that tests should be “worth taking” and “fair.” Like new guidance from many states, it stressed that academic standards and curriculum are to be fleshed out locally. But it also said that tests should be “just one of multiple measures” of student achievement, and that “no single assessment should ever be the sole factor in making an educational decision about a student, an educator or a school.” Still, it emphasized that the administration was not backing away entirely from tests: The announcement said tests should cover “the full range of relevant state standards,” and elicit “complex student demonstrations or applications of knowledge and skills.”

A Deeper Look: What The 2015 NAEP Results

by **Kyle Southern**

The U.S. Department of Education released results of the 2015 administration of the National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card. Nationally, results demonstrate the reality that more concerted efforts are needed to advance student mastery of math, as well as reading. Many states' results declined, while Tennessee held steady at its 2013 proficiency levels. Recognizing the substantial work needed nationwide to improve student math and reading proficiency, what do the NAEP data tell us about the state of education in Tennessee? Before answering this question, it is essential to understand a few points about the NAEP and how scores are reported.

What is the NAEP?

For decades, the National Center for Education Statistics has partnered with states to offer a rigorous assessment of how well students have mastered a variety of subject areas. Tests are administered periodically across grade levels and subject areas, but most regularly—every two years—in reading and math for grades 4 and 8. This year, 12,000 Tennessee fourth- and eighth-grade students took a no more than 90-minute NAEP test.

What do NAEP scores mean?

Subject area tests are scored on a scale of 0 to 500. Scores indicate whether students have mastered material at Below Basic, Basic, Proficient, or Advanced levels. Score cutoffs for these designations depend on the grade level and subject area of the test. Representative samples of students across the country enable states to compare how well their students are learning overall and compare their progress to that of their peers in other states. **Achievement levels are defined as:**

- Basic – partial mastery of prerequisite knowledge and skills that are fundamental

for success in grade-level work.

- Proficient – demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter.
- Advanced – superior performance.

How are Tennessee students performing on NAEP?

After making the largest NAEP score gains in history in 2013, Tennessee test-takers this year overall performed at comparable levels, even as their peers in many other states performed at lower proficiency levels. For the first time, Tennessee students are ranked in the top half of states in fourth-grade math, rising to 25th in the nation after ranking 46th just four years ago. These gains are worth celebrating. This year's results also point the way toward areas of continued need for our state's students.

Average overall scores in eighth-grade reading and math this year remained at their 2013 levels. The average score of 220 increased 1 point over 2013 in fourth-grade math, while it declined one point to 240 in fourth-grade reading.

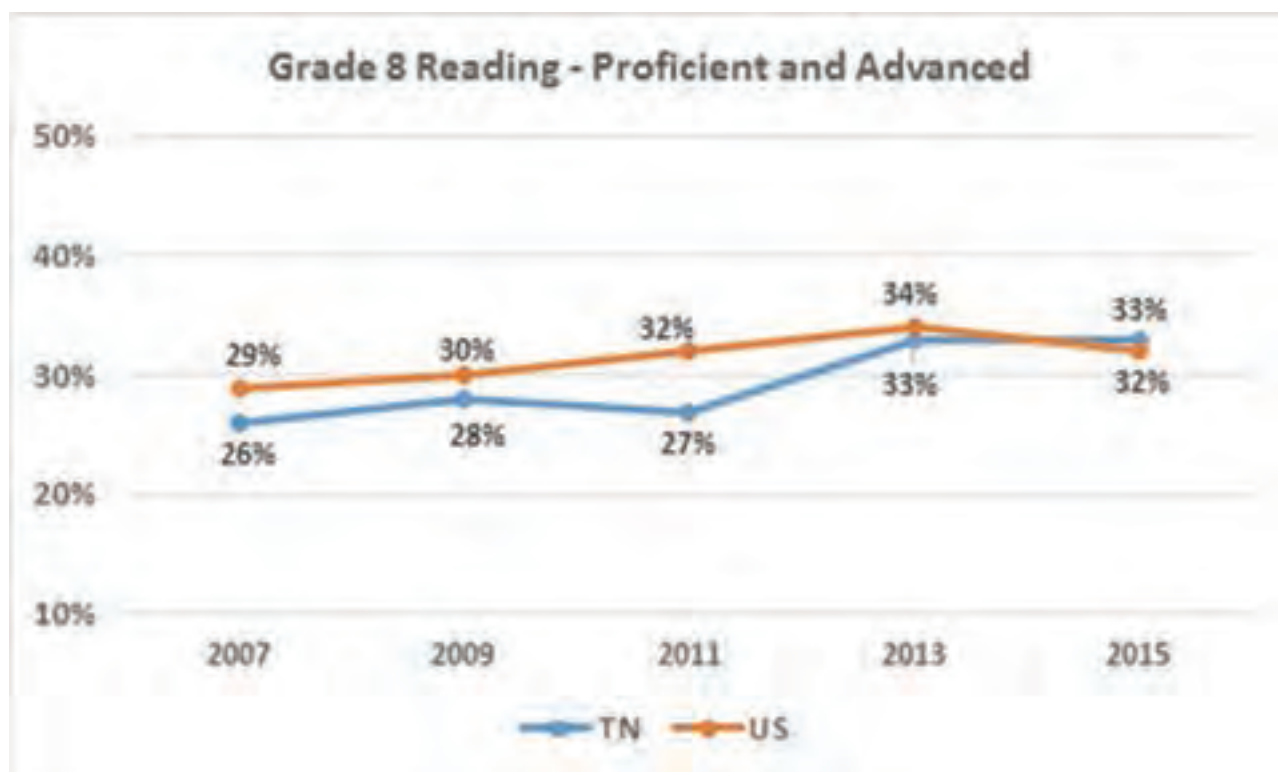
Among our neighboring states in the South, only Mississippi students scored higher in fourth-grade math this year than in 2013. Scores declined in Georgia and Arkansas and remained at their 2013 levels in other bordering states. In eighth-grade math, scores declined in 22 states nationally, including Kentucky, North Carolina, and South Carolina. No state improved on eighth-grade math. Students improved their performance in fourth-grade reading in 13 states, including Kentucky, North Carolina, South Carolina, and Mississippi. Only West Virginia improved nationally in eighth-grade reading over the last two test administrations. Eight states declined on that test, including North Carolina.

Tell Us about Tennessee Student Performance

Although overall scores and achievement levels for the state are important indicators of educational progress, a closer look at the data tell a more complete story of where gains have been made and where ongoing areas of need persist. Underserved students of color, English language learners, and students from urban school systems have historically underperformed on national assessments. Data from NAEP provide one perspective on efforts to improve education for these student populations.

Proficiency rates

In 2007, only 29 percent of Tennessee fourth-graders scored in the proficient or advanced NAEP categories on math. This year, 41 percent did so. Tennessee's eighth-grade rates of proficiency or above have narrowed the gap with national averages in math from 10 percentage points in 2011 to 3 percentage points this year. In reading since 2011, the gap has narrowed from 6 percentage points to 1 percentage point in fourth-grade. The eighth-grade reading gap between Tennessee and the national average proficiency rate grew between 2009 and 2011, but since then students in Tennessee have surpassed the national average.

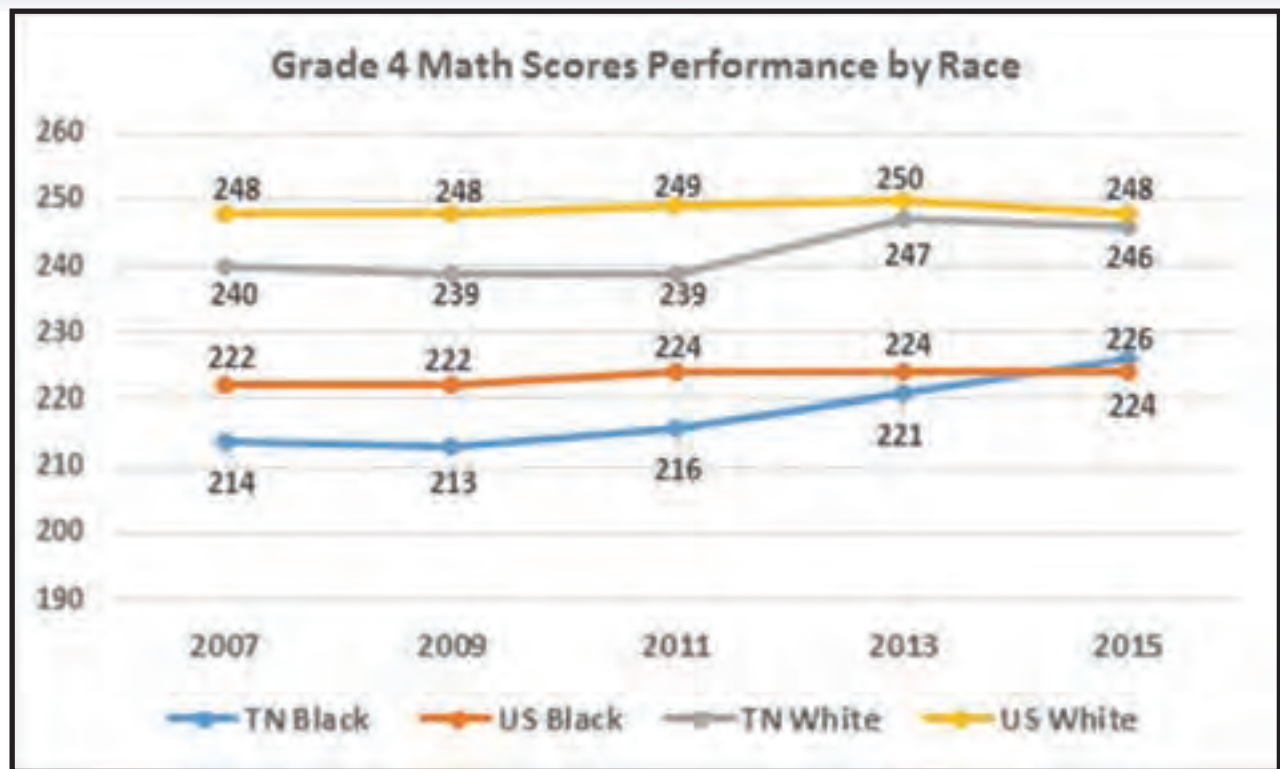


To continue making progress toward national-level proficiency rates and to achieve those rates even above national averages, gains must be made across all student populations equitably. This work remains a compelling challenge for policymakers and educators statewide.

Racial performance gaps

Like their white peers, early grades African-American students in Tennessee have not made reading gains in recent years. After an 11 point gain between 2011 and 2013, black students declined 4 points this year in eighth-grade reading. In math, however, African American students from Tennessee have made substantial gains since 2007, as indicated in the graph on page 28.

A Deeper Look: What The 2015 NAEP Results



After lagging behind the national average math score of black fourth-graders through 2009, students in Tennessee have made gains in each of the last three NAEP administrations, surpassing the national average this year. As in eighth-grade reading and math, however, black student NAEP performance trails both the state and national white students' scores by 20 points or more, demonstrating the urgent and ongoing need to address disparate educational outcomes for African-Americans.

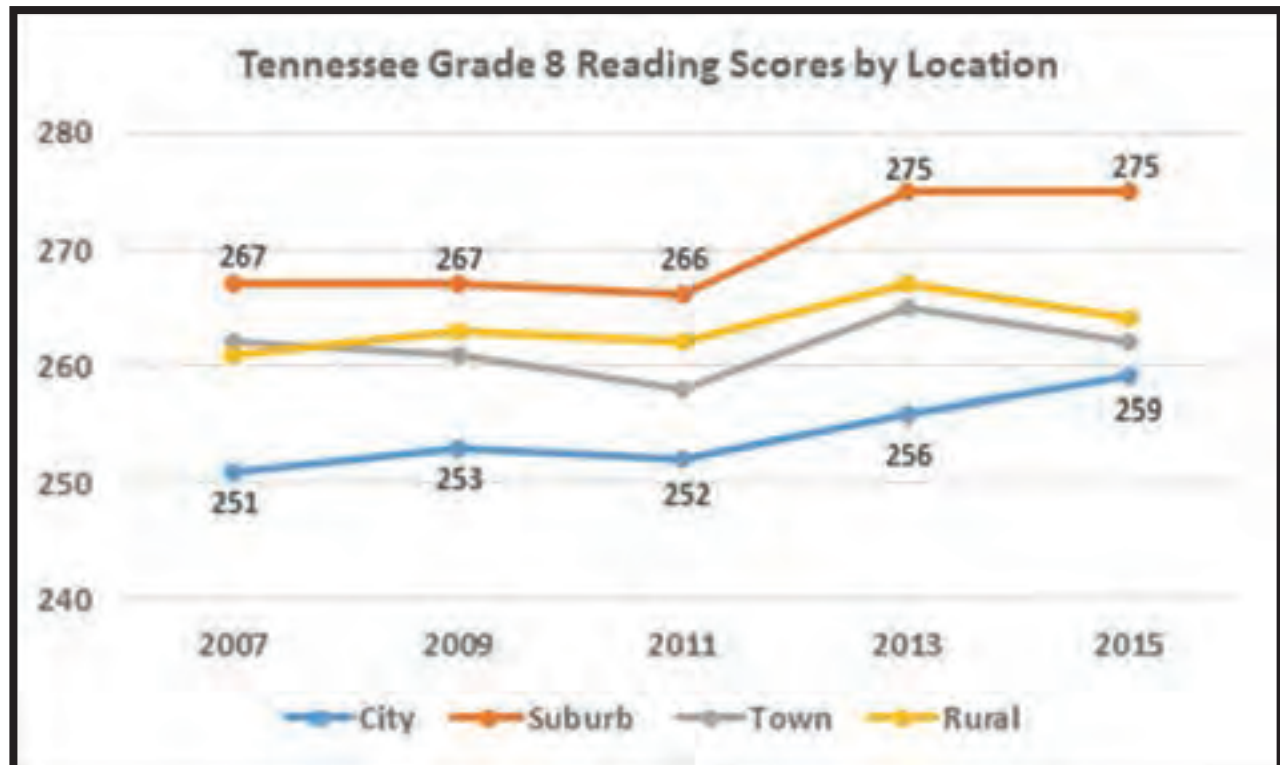
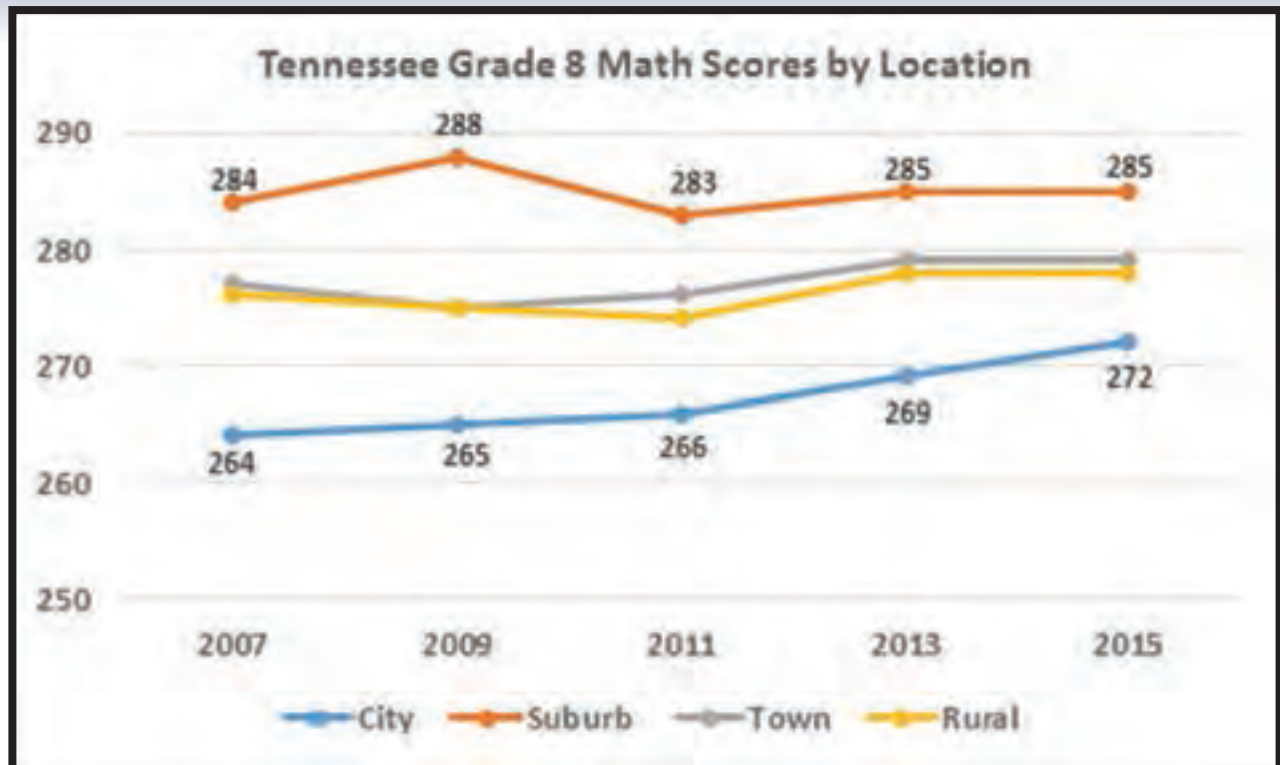
As the Hispanic student population continues to grow in Tennessee and across the country, growing amounts of data will become available to track student progress from this subgroup as well.

Urban district growth

Across the country, large urban districts have made significant growth on NAEP over the last 12 years. This year again, urban schools gains have outpaced national performance. Students in urban Tennessee districts have reflected an improving trend in recent years. Since 2011, math scores for urban district students in fourth grade have increased 11 points. After a 14-point gain between 2011 and 2013, suburban fourth-grade math scores declined 4 points this year. Eighth-graders in urban Tennessee districts also continued gains in math and reading, as indicated by the graphs below. (For ease of reading, only scores for city and suburban locations are detailed.)

These gains should hearten educators in our state's urban districts who are working to promote the equitable success of their students.

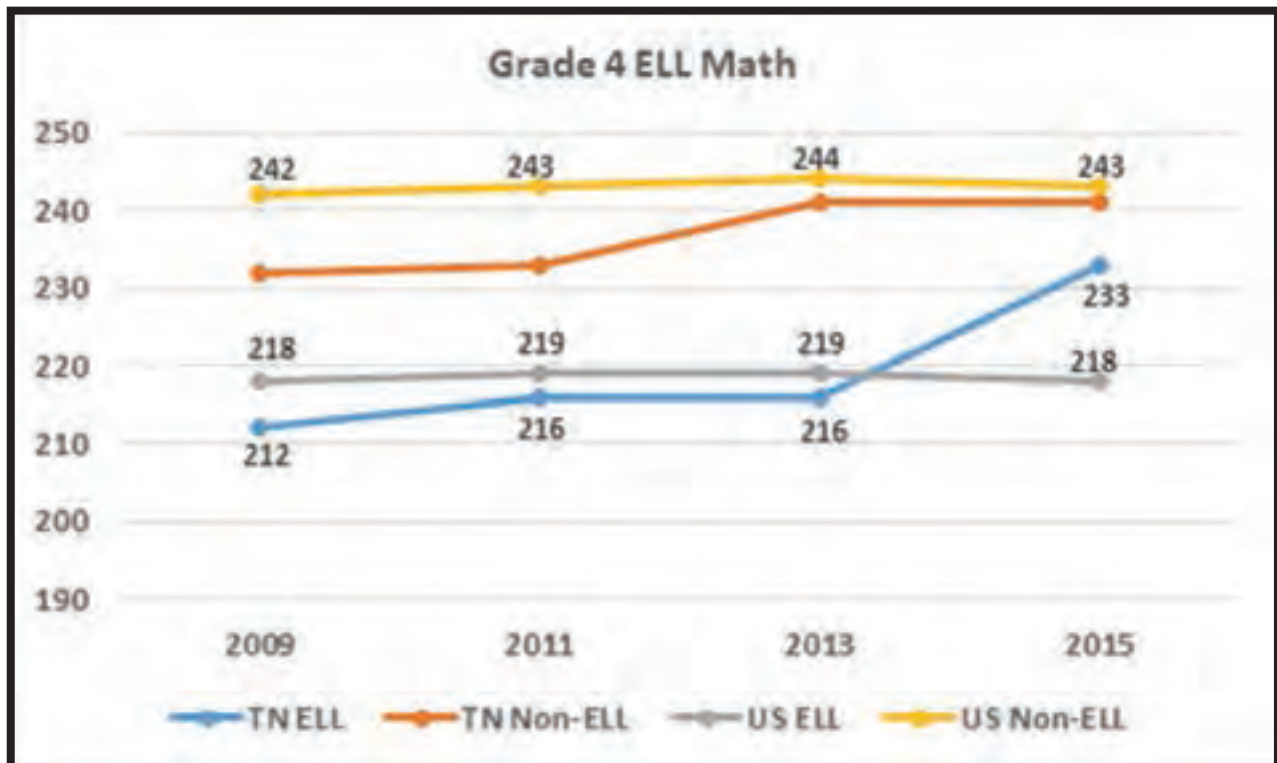
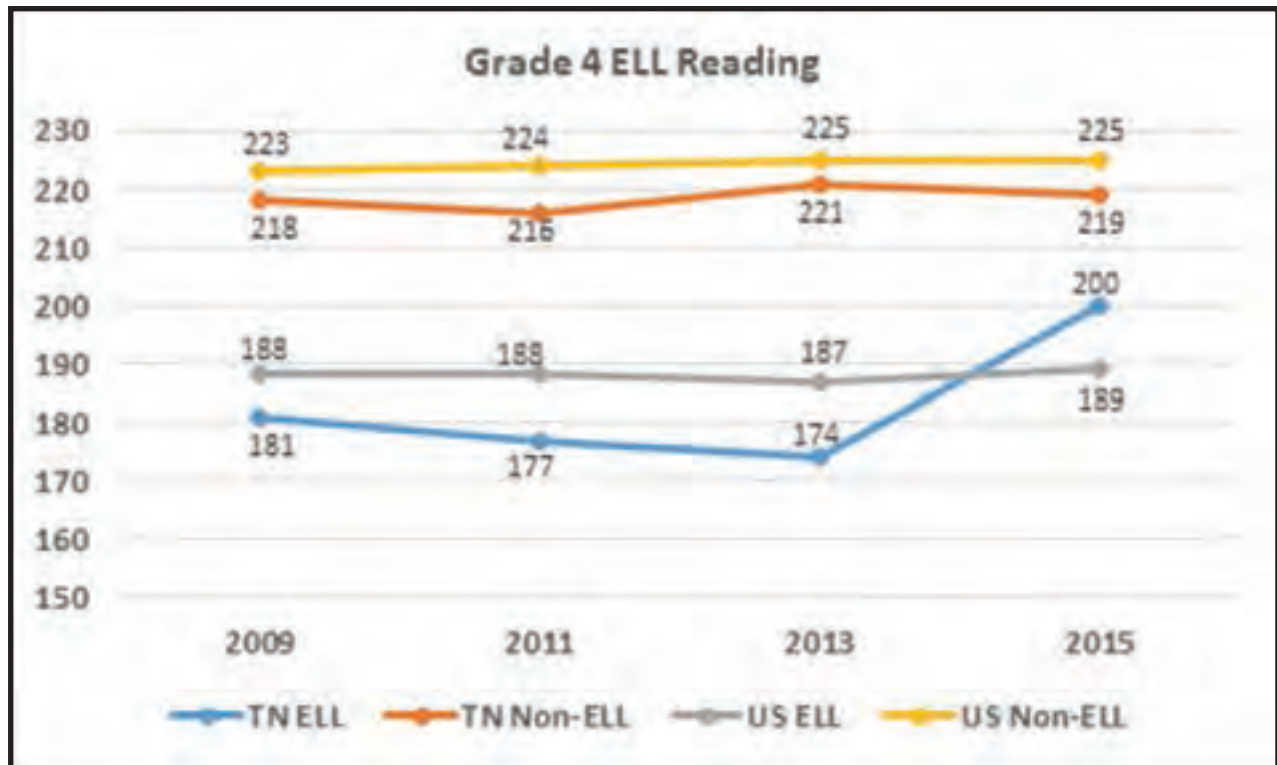
Tell Us about Tennessee Student Performance



A Deeper Look: What The 2015 NAEP Results

English language learners

As the English learner student population has grown in number over recent years, so too has its performance scores on NAEP assessments. After declining and remaining flat from 2011 to 2013 in reading and math, respectively, fourth-grade English learner students posted a 26-point gain in reading and a 17-point gain in math.



Tell Us about Tennessee Student Performance

Because of the likely low sample size of English learners participating in NAEP, big point gains should be viewed cautiously. However, efforts to improve educational outcomes for this growing number of students have enabled them to now outpace the national ELL average performance and significantly narrow gaps with their peers for whom English is their first language.

Moving Forward

In 2007, the U.S. Chamber of Commerce assigned an “F” for truth in advertising to Tennessee because of the discrepancy between high passage rates on state accountability exams and scores on NAEP. Low standards set by the state were reflected by low performance on rigorous national assessments. As Tennessee has enhanced the rigor of academic standards and moved toward aligning those standards with rigorous state assessments, students statewide have responded by succeeding at higher levels. Students in successive NAEP administrations have demonstrated higher levels of proficiency in math and reading, which bodes well for their success in high school and beyond. To realize a better prepared population of high school graduates,

however, academic gains must be made for all of Tennessee’s students, particularly those in areas and subpopulations that have historically been underserved by the K-12 system.

A final word on interpretation: The Nation’s Report card is the best measure we have for comparing the performance of students in one state to those in other states and to national averages. Results also tell us, however, much about where to focus our energies and attention within our state’s borders. Today’s results require much further analysis, and as Matthew Chingos of the Urban Institute has demonstrated, NAEP data adjusted for demographic realities across states can lead to a variety of alternate interpretations.

For now, Tennessee must focus on continuing the work of improving instruction, equipped with student data and the tools to use them, and on the essential work of promoting greater educational equity across our public school system. Great teaching and strong support of student progress must remain among the state’s highest priorities, coupled with the assurance that the work we do here will continue to better prepare our students for the future.



KYLE SOUTHERN

As Director of Policy and Research at SCORE, Kyle focuses on connecting rigorous, relevant research to policies affecting education in Tennessee. Previously, Kyle held a research fellowship at the University of California-Berkeley and worked as a policy researcher for SCORE and a Washington, D.C., area nonprofit research and analysis corporation. He is also a doctoral candidate at the University of Michigan’s Center for the Study of Higher and Postsecondary Education, where his research has focused on diversity, equity, and inclusion issues. A native of Winston-Salem, North Carolina, Kyle holds a bachelor’s degree in American and Southern Studies and a master’s degree in education policy, both from Vanderbilt University.



Statement from
Jamie Woodson on
Tennessee's NAEP
Results

The State
Collaborative
on Reforming
Education (SCORE)

has released the following statement from President and CEO Jamie Woodson about the 2015 National Assessment of Educational Progress, which showed Tennessee making gains in the state rankings.

SCORE watches the Nation's Report Card because it is Tennessee's only consistent measure of academic achievement that compares our students with students across the country. Tennessee has a bold goal of helping our students reach the top half of all states, and the biennial National Assessment of Educational Progress (NAEP) is how we measure our progress toward that goal.

In 2013 Tennessee was the fastest-improving state, and the 2015 report card confirms that the 2013 gains were real and lasting. This year Tennessee students have, for the first time ever, reached the top 25 in one subject after sustained progress since 2011:

- Tennessee students have climbed from 46th in the nation to 25th in fourth-grade math.
- Tennessee students have climbed from 45th in the nation to 37th in eighth-grade math.
- Tennessee students have climbed from 41st in the nation to 36th in fourth-grade reading.
- Tennessee students have climbed from 41st in the nation to 30th in eighth-grade reading.

Few other states can match this impressive pattern of improvement, and these gains are the direct result of the hard work of Tennessee teachers and students, and the dedication of parents, policymakers, community leaders, and school and district leaders.

In particular, students in urban parts of Tennessee have made sustained growth in recent years in fourth- and eighth-grade math scores, as well as eighth-grade reading. Since 2009, African-American students in Tennessee in fourth-grade math have increased scores in each NAEP administration, and this year for the first time surpassed the national average for African-American fourth-graders. Still, African-American students in Tennessee continue to underperform their white peers by 20 or more points in both tested grades and subject areas. Further progress on national indicators will require narrowing this and other performance gaps.

The Nation's Report Card also confirms some areas where Tennessee knows more attention is needed. The fourth-grade reading performance provides new impetus for the Tennessee Department of Education – with schools and districts across the state – to move quickly with the reading and literacy foundation work outlined in the Tennessee Succeeds strategic plan. Achievement gaps are beginning to close, notably for English language learners in reading, yet significant numbers of underserved students need more support to reach grade level in math and reading. (For more detailed analysis, read the blog post by SCORE Research and Policy Director Kyle Southern.)

Since 2011, Tennessee has made record-setting gains, held them, and progressed in state rankings because of a multi-faceted strategy of high standards, great teaching, accountability, and common-sense adjustments based on the feedback of educators and citizens. The Tennessee way is working for Tennessee students, and we should continue with this proven, student-focused approach. We want all students to share in the academic success that will lead to a better education after high school, better jobs, and a better future.

While there is no single reason for the progress since the 2011 report card, it is fair to say that Tennessee's academic turnaround began when we turned around our thinking about education and committed to making decisions based on what is best for students.

ESEA reauthorization explained in a single table

Michael J. Petrilli

Once upon a time (OK, it was 2007), we D.C. policy wonks were gearing up for a reauthorization of the Elementary and Secondary Education act (a.k.a. No Child Left Behind), and all the buzz was about the new federal requirements that would be added. Checker and I dubbed it “No Idea Left Behind.”

What a difference eight years makes. As Politico reported last week, with Republicans fully in charge of Capitol Hill, the only question this time around is how much Congress will subtract. Call it No Red Pen Left Behind.

Below is my take on the major ESEA provisions that are dead for sure, those that will survive, and the handful of policies that will animate the coming debate.

Almost sure to be eliminated	Up in the air	Will survive
<ul style="list-style-type: none"> • Adequate Yearly Progress • The “cascade of sanctions” (mandatory public school choice, supplemental services) • Highly qualified teachers • Reading First • Race to the Top • Teacher evaluations • Mandate to adopt college- and career-ready standards • Equitable distribution of teachers • Investing in Innovation 	<ul style="list-style-type: none"> • Annual testing in reading and math in grades 3–8 • Testing in science • Prescriptions around school ratings • Interventions in low-performing schools • Requirements that students take grade-level tests • Maintenance of Effort • School Improvement Grants • Most small competitive grant programs 	<ul style="list-style-type: none"> • Title I money and formula • Standards and assessments • Disaggregated data • School ratings • Supplement not supplant • Comparability as written • State participation in NAEP • Charter school grants

To be clear, some of the provisions listed here aren't in ESEA proper. Race to the Top and the Investing in Innovation fund were created as part of the 2009 stimulus bill; the administration dreamed up the requirements that states adopt teacher-evaluation systems and “college- and career-ready standards” as part of its conditional ESEA waivers. The administration would, no doubt, like to fold all of these into a new ESEA. I doubt that's going to happen.

2015: LEGACY OF LEADERSHIP

Schedule at a Glance

Tuesday, December 8

- 3:00-6:00 Registration in conference area
- 6:00 Executive committee meeting
- 7:00 Board dinner meeting (all of board)
- 7:00 Vendor set-up begins



Wednesday, December 9

- 7:30 Exhibit Hall Grand Opening
- 7:30 - 10:00 Registration
- 8:00 - 8:50 First Set of Concurrent Sessions
- 9:00 - 9:50 Second Set of Concurrent Sessions
- 10:10 - 11:40 First General Session:
Dr. Candice McQueen
- 11:40 - 1:00 Lunch & dedicated Exhibit Hall time
- 1:00 - 2:30 Second General Session:
Dr. Pedro Noguera
- 2:40 - 3:30 Third Set of Concurrent Sessions
- 3:40 - 4:30 Fourth Set of Concurrent Sessions
- 4:30 Final prize drawings in Exhibit Hall
- 6:00 Reception



Thursday, December 10

- 8:00 - 9:45 Third General Session:
Colonel Art Athens
- 9:45 - 10:00 Beverage break
- 10:00 - 11:30 Fourth General Session:
Dr. Kevin Baird
- 11:30 - 11:45 TPA Business Meeting
- 11:45 - 1:30 Awards luncheon
Dr. Robyn Conrad Hansen
- 1:35 TASL credit verification



Conference Registration

Tennessee Principals Association's State Conference

December 9-10, 2015

Embassy Suites, Cool Springs

820 Crescent Centre Drive, Franklin, TN 37067

Telephone (615) 515-5151 EmbassySuites3.Hilton.com

Room reservations are \$149 single, \$159 double, \$169 triple, \$179 quad per night (if reserved by November 16) and may be made by telephoning the number above.

www.nashvillesouth.embassysuites.com (group code TPA)

(The reserved room block is on a first-come, first-served basis; mention Tennessee Principals Association.)

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