

# TENNESSEE PRINCIPAL

*JOURNAL OF THE  
TENNESSEE PRINCIPALS ASSOCIATION*

---

*Inside Spring 2013 Issue:*

- *Assessment for CORE*
- *Nancy Goes to Washington*
- *Responsible Leadership*

## Principal Leadership in Action







*For 80 Years...*

a part of their school year  
from start to finish!

*Inter-State Studio and Publishing Co.*

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



Contact Customer Service  
(800) 821-7923  
[www.isspub.com](http://www.isspub.com)



# TPA Tennessee Principals Association

## Executive Committee

Kimberly Headrick – President  
Dr. Janice Tankson – President-Elect  
Dr. Holly Flora -  
Brian Partin – Past President  
Sharon McNary – NAESP State Representative  
Tim Riggs - Secretary  
Dr. Debra Bentley – Treasurer  
Dr. Ernest Bentley Jr – Executive Director

## Board Members

Corey Williams - Middle Schools  
Jim Ratledge– Research  
Catherine Prentis – Journal Editor  
Dr. Nancy Meador - NAESP President-Elect  
Kimber Halliburton – Social Media  
Patty Evans - Professional Development  
Teresa Dennis – NAESP Board Member &  
TPA Special Projects

**Conference Co-Chairs** - Dr Holly Flora and Brian Partin

## District Directors

Dr. Teri Evans– District 1  
Dr. Janice Tankson- District 1  
Calvin Bailey - District 2 & 3  
Julie Hopkins – District 4  
Peggy Brodien - District 4

Dr. Gail Holland– District 5 &6  
Tim Riggs – District 7  
Julie Thompson – District 8  
Dr. Steve Barnett – District 9

**Tennessee Principal** is the semiannual publication of the  
Tennessee Principals Association  
205 Sterling Springs Drive, Johnson City, TN 37604  
[www.tnprinassoc.org](http://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.

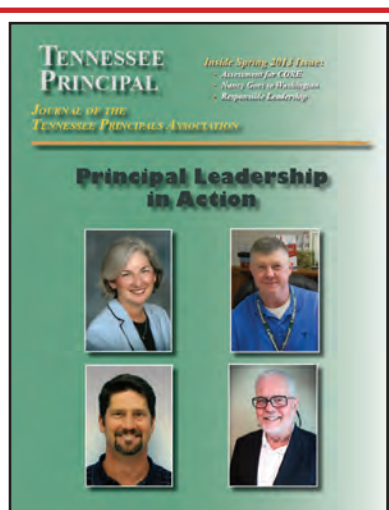


**Volume XXIV – Spring 2013**



**Volume XXIV  
Spring 2013**

## On the Cover



Principals show leadership in a variety of ways. The four individuals shown on our cover are making their marks outside the schools. **Dr. Nancy Meador**, as incoming NAESP President from Tennessee. **Walter Butler**, deploys to southern Africa with a National Guard humanitarian mission. **Steve Barnett**, writes a blueprint for mentorship. **Dr. Eric Glover**, a professor of educational leadership, turns a light on responsibility.

# Contents Spring 2013

## Features...

6

**Gaps in learning and Best Advice for New Principals**

8

**Principal to President:**  
*Nancy Goes to Washington*

9

**Call to Duty:**  
*The Story of Walter Butler*

12

**Responsible Leadership**  
*Choosing to be Human*

16

*How to Successfully Engage Learners Every 47 Seconds*

20

**2012 TPA Leadership Conference**  
*Revisited*

24

**The Gordon Commission :**  
*Stimulating a National Conversation on Assessment and Learning*

## Research ...

14

*Mentor Principals' Perceptions about a Mentoring Program*

## Columns...

5

**Editor**

7

**President**

19

**Social Media 101**

# Editor's Page



## **Catherine Prentis**

Principal, Retired

Email: c1prentis@gmail.com

Dear Friends:

I always say this is an exciting Journal because each issue has given me at least one AHA! moment. This Spring 2013 is absolutely no exception.

I hope you will take the time to read the rather lengthy article on the new assessments from the Gordon Commission. With the adoption of Core Standards (CCSS), the way we assess learning is the next big challenge to our educational system. Understanding not only the “what” and the “how”, but the “why” is paramount to ensuring that we are able to accurately assess whether our students are learning.

Two of our principals are going to other “calls of duty” and leaving their school assignments for a time. Read the exciting stories of Nancy Meador (page 8) and Walter Butler page 9.

Carol Riley and Steve Barnett give all principals food for thought on how to mentor new principals, while Eric Glove points out how to maintain responsible leadership.

Look for great deals on membership for aspiring and assistant principals. Please share these applications found on pages 28 and 29 with colleagues who haven't become members of TPA yet.

This issue comes at the end of my first year of retirement and I have to say I have entered a whole new realm! I am by no means out of the education process. In working with schools and with student teachers, I have found new ways to continue to support my profession. When others of you reach the step into retirement, I hope you will continue to support public education, too. With all the stress and distractions from all corners, teachers and principals need to feel our support. The support you give can be in the form of activism or volunteerism. Whenever we are able to give our colleagues the reassurance that there are individuals who still believe in public education, we are doing something good. But whatever you do, don't forget to vote and stay connected with your professional associations.

**Find Us On The Web At [www.tnprinassoc.org](http://www.tnprinassoc.org)**

# Gaps in Learning and Best Advice to New Principals



**Carol Riley,**

Consultant, NAESP  
Mentor Program

## **Prepare...Prepare...Prepare and Be Ready for Any Opportunity**

This is a message that is well-learned throughout our lives and careers. Preparation can make the difference for success in any situation. The collective ideas from over one thousand NAESP mentors have clarified some big ideas about the principalship and preparation. Being a new administrator brings challenges that are complex and multifaceted to the reality of the position and what better way to gain understanding than to listen to those who have walked in your shoes and paved the way. The future of our schools is now in your hands – take the reins and take charge!

Experienced principals have discussed these issues throughout the National Mentor Program Trainings to determine what their experience and knowledge of working with new principals has taught them. The most recent training in Mesa, Arizona in January 2013 brought principals together from around the country to further explore the developing leadership. Their seven hundred years of collective experience in education brought clarity to issues that can be the critical tipping point to success in the early years of school leaders.

Two areas have emerged as critical areas to consider in preparing for the principalship. One is what are the gaps in preparation, and, secondly, what is the best advice that can be given as novice administrators tackle their new positions.

## **What are the gaps in preparation?**

### **Time Management**

New administrators contend with many demands on their time ranging from management responsibilities, instructional improvements, to 'on the spot' requests. A principal's work is comprised of tasks that are short in duration and rapid in pace. A study indicated that 85% of a principal's time is spent on tasks lasting less than nine minutes. Strategies to identify the issues that require attention on a daily, weekly, or monthly basis can bring sanity to an all ready packed schedule. Know what to drop off your plate and pay attention to the details of the important issues. Accountability begins immediately upon receiving a new position and effectively managing your time can make the distinction in accomplishing your goals. Become familiar with the strategies and ideas that can help.

### **Creating a Vision**

New principals often take on too much at one time, therefore, missing the overall perspective of the critical issues that will achieve the results they want. Creating a personal vision, sharing it, and living it each moment will focus a new principal's efforts. When a new principal can intentionally take the time to reflect and center themselves on what is important, and then the vision becomes action. Ron Krause, an NAESP Coach, refers to the tendency to take on too much at one time as the Tasmanian Devil approach to leadership spinning uncontrollable without seeing the big picture and keeping the vision!

### **Managing Professional Interactions**

Leading adults to common ground on issues takes skill and experience. Everyone wants to be successful and contribute to the success of the school. Knowing how to involve everyone in decision making, recognizing the many ways to identify and solve problems, and bringing consensus are skills that develop over time in leaders. But new principals coming into a position well-grounded in problem solving skills will be in a position of control and will be able to manage interactions in a positive stream. Adults have individual strengths and experiences. As a school leader there is no greater responsibility than to harness and acknowledge the power in the teachers' collective skills. This does not happen accidentally and the new principals' abilities to understand and capture the theory of team building are a significant factor.

### **Insecurity and isolation of the position**

Even though new principals are prepared in the technical skills of management and instructional leadership, the reality of the position is that they often do not have the advantage of delaying decisions until they can reflect or discuss them with a trusted confidant. The job is demanding and the principal who is in control of situations and stays calm in the storm demonstrates the attitudes and culture that they are trying to solidify in their school. Many of the issues that appear require on the spot decisions and many require additional information. Being able to discern the difference and acting accordingly is a skill well-developed. Private and confidential discussions whenever possible allow you time to clarify the action to be taken. A new principal should seek out a mentor to understand the position from a personal and reflective perspective.

## **Best Advice from Experienced Principals:**

### **Learn the culture**

Studies have confirmed that a positive culture is the number one determinant in a high achieving school. Everything works like clockwork! There are numerous surveys and assessments that can provide a new principal the tools needed to get

# TPA - Together Principals Achieve



**Kim R. Headrick**  
**2012-13 TPA President**

Principal  
Whitwell Middle School  
Email: kheadrick@mctns.net

Can you believe that another school year is rapidly coming to an end? Summer break will be here before

we know it. It is my hope that you have experienced a successful and rewarding year.

As I reflect on this year with the Tennessee Principals Association, a familiar quote from Helen Keller comes to mind, "Alone we can do so little. Together we can do so much." With the recent implementation of Tennessee's educational initiatives, this quote has become one with even more significance. It is difficult for principals to succeed alone, but together, we can experience that success and do so much. Principals have relied heavily on each other and the many organizations that have supported recent Tennessee initiatives in education. The Tennessee Principals Association has been the glue and bond that has held us together as we have tackled the priorities of 2012 – 2013.

The annual TPA conference this past December in Murfreesboro was well attended and offered pertinent and meaningful information to support Tennessee Principals as we work to pursue the best education possible for all students.

Your TPA executive board has welcomed a newly elected officer. Dr. Holly Flora is the principal at Andrew Jackson Elementary in Kingsport. We are so excited about Dr. Flora joining our team as we work together to do so much for Tennessee Principals.

Ballots have been mailed for the election of vice president. There are two strong and very qualified candidates. Be sure to return your ballot as soon as you receive it.

Looking ahead, there are more exciting professional development opportunities. The NAESP Annual Conference is July 11-13 in Baltimore. Mark your calendars now. TPA's annual leadership conference will be held in Pigeon Forge in December. Work is already been done to ensure that this conference will also be a success.

Thank you for your continued support of the Tennessee Principals Association. Helen Keller's quote is so applicable to us...

Without TPA, we would be alone doing so little, but together, we are doing much.

---

## **Carol Riley ... continued**

a clear picture of the climate and culture of the school. Acknowledge the rich history, the stories and traditions, and the community connections. Listen to your staff; resist making decisions until you know the path they have already traveled. Experienced principals state that it takes three to five years of consistent leadership to create a new environment and make positive change.

### **Be visible in the school and community**

Building relationships are critical and the best opportunity for the new principal is immediately create an atmosphere demonstrating that 'everyone is on the team' and an attitude that we are 'in this together'. One suggestion is to develop an Engagement Inventory upon receiving your position and identify the stakeholders who contribute to the school and larger community. Schedule appointments to introduce yourself to each staff member and community leader. A priority timeline and a record of conversations are helpful with confidently expressing your belief in an open and welcoming environment. You are setting the stage for the engagement of all stakeholders with an open mind and a quest to gather information. And don't forget the kids! One experienced principal stated that the best action to take is to plan the first 10 days with intentionality and purpose. His motto is 'Every classroom', 'Everyday', 'All day'!

### **Have nonnegotiables in your personal life**

Keeping equilibrium between home and work is an important strategy to function effectively and efficiently. The tasks can be daunting and work can overtake your life! Identify your personal needs. A balance of emotional, intellectual, and physical development creates a comfortable synergy that will bring out the best thinking and performance.

### **Clearly recognize your strengths**

Knowing what you do well and developing those skills to their optimum will result in confidence and action. The mentor program uses the Strengthsfinder by Don Rath to explore a personal journey of discovery. When you know what you do well, then you can empower the people around you to also use their strengths for the common good. Many leadership inventories are available to understand the theory of personal change and development which will enhance any principal's first year on the job!

As a novice principal assumes the position of school leader recognition of the gaps in preparation and acknowledging the best advice by experienced professionals will certainly catapult you to the top of the learning curve in leadership!



# From Principal To President



**Nancy Flatt Meador, Ed.D.**

NAESP President-elect

Going from Principal of Madison Middle School in Nashville, TN to the office of President of the National Association of Elementary School Principals is a leadership opportunity that I have only dreamed of for many years. On July 1, 2013 this dream will come true for me.

Opportunities like this are truly once in a lifetime! I have lived long enough to know that experiences such as this are not attained in isolation. My lifelong journey of continuous professional growth has constantly been sparked through my affiliation with the Tennessee Principals Association. Through the support and encouragement of fellow principals across our great state, I am looking forward to the year and the position that lies ahead.

A colleague recently posed the question, "Nancy, what are your thoughts before departing on your "grand adventure" and how do you feel about leaving your school?" Being a principal is a 24/7 job! The demands are never ending and the challenges are non-stop. In a sense, I expect that the role of NAESP President will parallel this

path. As a thirty year veteran in education with twenty years of administrative experience, I have learned to "expect the unexpected!" In predicting and forecasting my professional future, I know that the culmination of my leadership experiences will serve me well as I travel and meet with principals across our great country and beyond.

Less than four years ago, the Director of Schools asked me if I would consider opening a brand new middle school within the Metropolitan Nashville Public School System. In 2009, Madison Middle School opened its' doors to welcome 365 students. Today, Madison Middle School is home to approximately 800 fifth through eighth grade students. The faculty and staff have worked tirelessly to meet the diverse needs of the student population we serve. As we have already begun the leadership transition process this spring, I know that Madison is in capable and loving hands. The future is bright for Madison Middle School!

There is a sign in my office that reads, "Leadership Begins with Servanthood." As I reflect on those who have made a difference in my professional career – this quote and Dr. Ernie Bentley, Executive Director for the Tennessee Principals Association, come to mind. Dr. Bentley has been a leader, mentor, and friend to hundreds of principals across the state and works on our behalf in so many ways. Dr. Bentley has provided guidance and wisdom to the TPA Board of Directors for many years and continues to serve the association with the "heart of a servant." Thank you Dr. Bentley for the influence you have had in my life!

Change is constant, needs are great, and principals hold the key for creating successful schools. Thanks Tennessee Principals for all that you do – your leadership makes a difference!

Hope to see you in Baltimore (July 11-13, 2013) at the NAESP National Conference!





# Call To Duty



*Walter Butler, Principal of Collinwood Middle School in Wayne County, on his last day before deployment. One student's sign in the background expressed the sentiments of the school.*

**Djibouti is a country located in the Horn of Africa.** It is bordered by Somalia to the southeast, Eritrea and the Red Sea to the northwest, Ethiopia to the west and south, and the Gulf of Aden and Yemen to the northeast

In antiquity, the territory was part of the Land of Punt. The Djibouti area, along with other localities in the Horn region, was later the seat of the medieval Adal and Ifat Sultanates. In the late 19th century, the colony of French Somaliland was established following treaties signed by the ruling Issa Somali and Afar Sultans with the French. It was subsequently renamed to the French Territory of the Afars and the Issas in 1967. A decade later, the Djiboutian people voted for independence, officially marking the establishment of the Republic of Djibouti.

Without a guide, most of us would be hard pressed to find the country of Djibouti on a map of Africa. One of our Tennessee Principals is currently there for an extended time. **Walter Butler, principal of Collinwood Middle School,** deployed in late March with his National Guard unit, not to returning for a calendar year.



*A typical village in the Djibouti countryside*

He certainly is not the first principal to leave his or her post to take a military assignment in another country, but his purpose for going is very interesting. Mr. Butler is a member of the 775th ED, a water well-drilling unit and part of the 194th Engineering Battalion, which falls under the Tennessee Army National Guard from Jackson, TN. (Read about their last deployment on the next page.)



*The drilling team "on a good day." Mr. Butler is 3rd from the left on the back row.*

Walter Butler didn't set out to be a military man. He was looking for a way to pay for mechanic's training and the National Guard was a great deal for a 17 year old, especially when he and 7 of his buddies signed on together.

Wayne County may contain some of the most beautiful land in the state. It encompasses the towns of Waynesboro, Collinwood and Clifton. Each town has its own schools that keep up a proud tradition of academics and sports. If you ask anyone in Collinwood which team they hope to beat in the next sports season, they will probably say Waynesboro. The historic Natchez Trace runs through the glorious southern Tennessee hardwood forest. The deer population literally runs rampant and encourages one of the other county pastimes: hunting. I asked Walter Butler if he felt the tradition of hunting and familiarity with guns helped to turn out more military personnel. He said he really thought that people in the rural areas tended to be more patriotic. With all the beauty around it isn't hard to see why the residents would want to protect the area.

After 14 years in the 'Guard, Walter had reached Captain status, but resigned because he was frustrated with the bureaucracy. In 1996 he reenlisted with the purpose of staying 6 more years to complete his 20 years for retirement. At that time he went in as non-commissioned and became a member of the 775 ED. He notes, with a grin, that this has been a long 6 years.

# Call To Duty

During this time he has been previously deployed to Djibouti, Southwest Asia, Honduras, and El Salvador on the mission to bring clean drinking water to new military bases and then to local villages and schools. Obviously he became more than a mechanic over his lifetime. He has served in various education roles in his home county of Wayne. He has 11 years experience as a High School teacher in life and physical sciences, 6 years as Vocational Director/Principal of Wayne County Technology Center, and, minus deployments, 11 years as principal of Collinwood Middle School.

Most principals would find it stressful to leave his/her school for a year, especially when the absence includes a major portion of two years. But for Mr. Butler, he is also leaving a state-designated Focus School. His mixed emotions include a frustration over the way focus status was determined. In past years, this school has overall been one of the outstanding schools in the area, but this year there is an identified gap that caused the distinction. "Lower teacher morale is one of the first effects of having your school on a state list," he noted. That fact makes it even more difficult for the principal be away at this time. One bright note is that he will be leaving his current assistant principal, Judy England, at the helm. Greg Pigg, an exceptional education teacher at the school, will assist her.

Mr. Butler hopes that these familiar faces will help keep their newly focused momentum going. "This is a competent and hard-working staff who have always done whatever they need to do to make sure that our kids learn. I have complete confidence that they will rise above with or without me."

Mr. Butler would like to thank everyone for their support of our military and especially employer support of National Guard and Reserve members. He stated that even though it is difficult to be deployed, it is very hard on families and employers of deployed military personnel.

*NOTE: An Academic Specialist from Public Consulting Group is assigned to work with the administration and teachers at Collinwood Middle School during 2012-14 to help the school close their achievement gap.*

Tennessee general visits 'Volunteer' well drillers  
By Staff Sgt. Joseph L. Swafford Jr.  
Combined Joint Task Force-Horn of Africa Public Affairs



*The General is enthusiastically welcomed by village leaders on his visit to the field..*

DIKHIL, Djibouti, Feb 22, 2009-Soldiers of the Tennessee National Guard's 775th Engineering Detachment (ED) welcomed a friendly face to the Horn of Africa when their commander, Brig. Gen. Robert A. Harris, visited to see the living and working conditions of his troops on Feb. 20.

General Harris spent all day touring the Dikhil region of Djibouti, where his Guardsmen have lived and worked since September. He got experience first hand of how his Soldiers are making an impact here.

The 775th ED is a well-drilling unit and part of the 194th En-

gineering Battalion, which falls under the Tennessee Army National Guard from Jackson, TN. The detachments primary goal is to drill six wells for Djiboutian villages.

"Water is a valuable resource here in the Horn of Africa," said Staff Sgt. Timothy Michael, a driller assigned to the 775th ED. "The Djiboutian people live simple lives, just trying to survive from day to day. The surface wells often carry contaminants that cause sickness and they dry up in the summer. They know that if we can drill a well that produces water year round, their lives will be more stable and water will be safer for their families to drink. They will be able to grow crops, feed their families and live where they want to. Without water, they are forced to move somewhere if they want to survive"

General Harris, after seeing how important his Soldiers' mission is, said, "In Africa, water is everything. It equals life. They hold it very dear and precious. How blessed we are as Americans, and in turn, we should honor that by doing something positive over here."

On the one-day trip, he visited one well site that produces salt water. Michael, using his education to help solve the problem, began troubleshooting the well and called back to engineers in the U.S. for opinions. Michael has been with the 775th since 1988. This is his second deployment, and his experiences have taught him how it's possible for an inland well to produce salt water.

"Most of the ground aquifers here produce salt water. This is unusable, so we have to find fresh water. There isn't much that we can do other than drill another well, more shallow and closer to the Wadi – a dry riverbed that is only wet during periods of rainfall," Michael said. "At this point, the community is using the well for washing clothes and bathing.

"We also have to finish the well and make it as easily main-



# The Story of Walter Butler



*Everything for this operation had to be transported to the field. This is one of the drilling rigs.*



*The new well that brought water to a school was happily received.*



*The crew took some horseshoes for a game that the villagers enthusiastically joined.*



*The crew came bearing presents. Momina liked the pink shoes best!*

tainable as possible. Africans cannot just run down to the local market to get a replacement part if something breaks," said Michael.

Before leaving Jackson for Djibouti, Gen. Harris told his Guardsmen how important this mission is, and how important it is to help the people of Africa. "That is exactly what we are doing. I am very proud of that," said Gen. Harris.

By drilling these wells and helping the people of Djibouti, the 775th ED is supporting the mission of Combined Joint Task Force-Horn of Africa, which is to help Africans solve African challenges.



# Responsible Principal Leadership:



**Dr. Eric Glover, professor of Education Leadership, East Tennessee State University**

Poet, Robert Frost (1920) spoke of two roads diverging in a wood and chose the less traveled path. Every school principal makes a similar choice. The clearly defined, well used path is guided by the machine metaphor as the accepted representation of our world. This path utilizes accountability to “fix” our supposedly “broken” schools. But, in my new book *The Myth of Accountability: What Don’t We Know* I describe the fallacy of broken schools and misguided attempts to fix human organizations. In this piece, I offer one of the ideas presented in this book.

The idea of “fixing” organizations grew out of the early modern period. Isaac Newton and other great thinkers replaced human beliefs in magic and the supernatural with cause-effect scientific principles and brought about the machine age. The world they revealed was like a giant clock, with each part of this magnificent machine fitting together in a specific way. Their thinking led to the development of complicated machinery, mass production, giant economies, and better lives for most of us.

Unfortunately, we have over learned the lessons of machine age science. Early in the 20th century, a new field developed. It was called scientific management. Practitioners, led by Frederick Taylor, attempted to apply the accountability tools used for the production of

tangible goods to all organizations. Modern scientific managers believed that schools should function as efficiently as Henry Ford’s assembly line.

However, scientific management didn’t work well in schools. John Dewey challenged this through the 1920’s, 30’s, and 40’s. In the 1950’s, Ray Callahan wrote about our “cult of efficiency.” Historians David Berliner and Bruce Biddle, in the mid 1980’s, exposed “A Nation at Risk,” as a manufactured crisis. And today, more and more educators and others are recognizing this flaw. Unfortunately, our policy makers continue to venerate the myth of accountability.

These political folks have been devising and applying assembly line “fixes” to schools for decades now. But, accountability systems have not provided the salvation proclaimed by advocates as just around the next policy mandate corner. This is because schools, unlike machines, are inhabited by living human beings who demand opportunities to think, to solve problems, and create for themselves. They resist being treated like non thinking mechanisms.

Our schools cannot effectively function like factories: they cannot be “fixed.” In fact our schools are an extension of the original human organization: the family. The family originated when some ancient mother, looking into the eyes of her newborn child, was overcome with an emotional attachment. This irrational, very non-machine like human emotion, grounded in nurture and care is the basis for responsibility.

Somehow, this irrational attachment transferred to the child and replicated itself for thousands of years to create the family, the tribe, the village, and the nation. This virus of goodness, alien to any machine appears when a soldier sacrifices personal safety to protect a comrade; firemen rush into a burning building; or a subway passenger jumps onto the tracks to save another. You demonstrated it as you retrieved and returned another shopper’s dropped credit card.

Responsibility is the irrational choice by one individual to elevate another’s well-being and the glue that has enabled humans to become the dominant species on earth. It comes from within the individual. Responsibility is the basis for human success and a personal choice that thrives in a free, democratic society. It is the most common feature found in classrooms. Indeed, the courts use the term “in loco parentis.” Responsible

# Choosing to be Human

teachers, like responsible parents make our country great. They are active agents responsible for children's learning.

On the other hand, accountability depends entirely upon carrot and sticks. Accountability mandates are imposed by supervisors to obtain minimum limits of acceptable performance. They generate worker compliance but cannot create responsible agents. Accountability cannot "fix" living beings. Teachers are thinking, and independently acting human beings each of whom chose a career of responsible agency over accountable work. They knew their rewards would come more from within than from external sources. Maslov called this "self-actualization."

Teachers need and want to be responsible agents who understand that their work goes deeper and farther than any accountability mandated test score can possibly measure. Yes, standardized data can be one source that helps teachers improve student learning, but not the most important and certainly not the only information to improve teaching. Unfortunately, standardized tests are most often used as a weapon that commonly discourages and disempowers the growth of teacher responsibility and focuses attention more on correcting student deficits than building strengths.

So, I salute you principals who have not chosen the clearly defined path of accountability. You are not simply managers focused on controlling and therefore, limiting learning. Instead you welcome the unexpected and at times risky adventure encountered along the leadership path that supports responsible teaching because you know that there are times when doing the right thing challenges wrong headed mandates. You trust and support responsible teachers to go beyond what is rewarded with carrots and sticks. You do so because our children's future depends upon it.

I am very interested in learning how you and other principals across Tennessee are working to support the development of teacher responsibility. Please share your stories with me:

- How do you encourage the teachers with whom you work to develop student learning beyond what is revealed by standardized test scores and focus on developing each student's strengths, interests, and natural affinities?
- How do you model and encourage teachers to develop their individual agency using their unique strengths, interests, and affinities?
- How do you provide the feedback needed by your district and the TN Department of Education to minimize the negative impacts of standardized testing?

**Please email your stories to me at: [glovere@etsu.edu](mailto:glovere@etsu.edu)**

Eric Glover is a professor of Educational Leadership and Policy Analysis at East Tennessee State University and the author of *The Myth of Accountability: What Don't We Know*. Lanham MA: Rowman and Littlefield Pub.



# Mentor Principals' Perceptions



**Steve N. Barnett**  
Principal  
Towne Acres ES

*The following article is a summary of the dissertation completed by Steve Barnett as partial fulfillment of the requirements for the degree of Doctor of Education in Educational Leadership from East Tennessee State University. Steve is serving in his 15th year as principal. He has been a mentor for beginning principals through the Tennessee State Department of Education's Beginning Principals Academy for the last nine years. He also serves as a mentor for aspiring principals through the Educational Leadership and Policy*

*Analysis program at East Tennessee State University.*

Elementary and secondary school principals face many challenges as they begin their careers. Aspiring principals need support systems to assist them as they develop the necessary skills to become viable candidates for administrative positions. Some candidates choose not to become principals because the difference in pay for established teachers compared to increased demands of time and responsibility of the principalship are not attractive enough to influence the teacher to take on the added responsibility. Stress causes some to avoid becoming principals and contributes to the decision by some beginning principals to return to the classroom (Villani, 2006).

Mentoring is an important component of training for aspiring and beginning principals because interns learn on the job in a supportive environment where they can take chances. Mentors also learn from the experience of being a mentor. The purpose of my dissertation was to explore perceptions of practicing school administrators in relation to their work as mentors for aspiring principals. Individual interviews with administrators from east Tennessee and western North Carolina were conducted to gather perceptions about the mentoring process and information that mentors learned about themselves during the mentoring.

Analysis of interview transcripts revealed the perceptions of administrators about their experiences serving as mentors for aspiring principals. Nine themes were identified after interview transcripts were scrutinized and coded. The 9 themes were: (a) reflective nature of mentoring, (b) relationships, (c) tacit knowledge, (d) mentors of mentors, (e) benefits for the mentor, (f) use of the ISLLC Standards, (g) variety of experiences, (h) program strengths, and (i) program limitations. Recommendations for future practice were also developed from the research.

The following questions were developed to examine ways in which principals value their service as mentors for aspiring principals:

## **Research question 1 was: What are the difficulties experienced in mentoring aspiring principals?**

Mentors experienced the obstacle of finding adequate time to work with and develop a working relationship with the intern to develop meaningful experiences. Half of the participants described having difficulty scheduling experiences for interns at grade levels outside of their school category. The ISLLC standards provide an opportunity for educational planning and goal setting with the intern (Lindahl & Beach, 2009). The standards are already used by the interns for evaluation, but some mentors did not use the standards for planning internship experiences for the intern. Mentors who did not use the standards could have benefited from using the standards to plan activities and develop goals for interns. Three mentors remarked that it was difficult to communicate with the person who was overseeing the internship program possibly due to a change in the second semester from one supervisor to another. One principal recommended the person who oversees the interns should be one of the full-time professors in the ELPA program who could track the cohort throughout their internship and class time.

## **Research Question 2: What do mentors perceive as the strengths and weaknesses of an internship program?**

The mentors interviewed for this study remarked that time with the intern was a limitation. The common theme that emerged with mentors who have an assistant principal is the desire for job imbedded internships. The mentors expressed feeling disconnected with interns who were not working in their building when compared to interns who work in the same school with the mentor. Another difficulty that emerged was the perceived inconsistency of the work required by interns in different settings. This perception appears to come from conversations mentors had with interns about their internship experience.

The mentors described the 540-hour internship requirement as a strength of the program. The rigor that accompanies completing 540 hours of supervised work in the elementary school, middle school, high school, and central office is one aspect that sets the program apart from less rigorous preparation programs for educational leadership. The quality of the professors at ETSU is another strength cited by the participants. Several mentors mentioned that many of the professors are recent practitioners in the field of educational leadership, retiring from the principalship or central office responsibilities. The use of current practitioners as adjunct faculty in the program was also listed as a strength.

The ability for interns to design an internship with the guidance of their mentors that will provide experience in the areas in which the interns need to grow is a positive attribute of the internship program identified by mentors.

## **Research question 3: What do mentors believe they contribute to the mentor and intern relationship?**

Mentors described a variety of experiences they were able to develop and provide for the intern. These included the ability to provide a holistic view about how the school system functions, budgeting process, developing personal goals, and providing practical experiences for interns.

Six participants described how they teach the intern by re-



# About a Mentoring Program for Aspiring Principals

flecting on their own practices and by reviewing scenarios that occur during the day. Several spoke about the difficulty of providing meaningful experiences for interns, but this also reflects the presence of planning for experiences. Many of the participants spoke about asking the intern questions with the desired outcome of teaching the ability to be reflective about one's practices. This could also be phrased as the ability to interpret their experiences (Eriksen, 2004). This outcome was reciprocated for the mentors when they reflected about their practices while discussing with their intern why they choose to make certain decisions.

## **Research question 4: How do mentors believe they benefit from their participation in the mentor/intern relationship?**

The mentor and intern experience can lead to positive changes in the personal and professional characteristics of each individual in the relationship (Gallbraith, 2003). Participants described several benefits that result from working with an intern. Several mentors reported reflecting about their practices as a result of mentoring. Participants also described an improved ability to listen and remember to ask "why questions" before making decisions. Mentors described how mentoring prompted them to be better listeners, and they were more apt to read professional literature to prepare to share best practices with their intern. Mentors expressed an improved ability to delegate responsibility. Mentoring has been verified to lead to positive career outcomes (Wu, Turban, & Cheung, 2012). Mentors also experienced positive feelings that result from helping someone else improve professionally and the desire to continue to learn.

## **Research question 5: What do the mentors learn about the tacit knowledge that they use to perform their work responsibilities?**

Experienced principals have the ability to convey the mission and goals for the school through their actions, developing relationships, and leadership capacity (St. Germain & Guinn, 2005). The nature of tacit knowledge is difficult for the mentors to describe. It appears to be part of how successful principals carry out their responsibilities without having to think about the written goals. Tacit knowledge may be what separates an effective professional level principal from an ineffective principal. The quality of the tacit knowledge learned may be more useful, pertaining to relationship building to accomplish tasks. When asked about tacit knowledge, a common theme among mentors was relationship development. Participants learned about their tacit knowledge through reflecting about their practices with the intern. Reflecting on practices with their intern to provide examples of leadership experiences was a common way mentors tried to teach tacit knowledge to their intern. The research question brought about responses from four of the mentors about their own experiences as an intern. Their experience in job imbedded internships with experienced mentors left a lasting impression that influences their current practices and how they worked with their intern. Mentors also provided examples of how the reflective process of reviewing real scenarios taught them about their personal style, strengths, and weaknesses.

Several themes emerged from the analysis of data provided by mentor principals about mentoring aspiring principals. Mentoring resulted in reflective practices between the mentor and intern. It was also found to be an experience that works best when a positive relationship is developed between the mentor and the intern often leading to relationships that last long after the internship is over. Principals examined their understanding of tacit knowledge and the possible ways tacit knowledge could be taught to their intern.

The mentors described ways they benefit from mentoring an intern and discussed the variety of experiences they believe are important for the intern to experience. The use of ISLLC Standards as a tool for mentoring was investigated. Perceptions about program strengths and limitations were discussed. Principals also provided recommendations for future internship experiences.

### **Recommendations for Universities**

- Meet with mentors at the end of the internship cycle to gather a list of activities that mentors for future cohorts can use to develop meaningful experiences.
- Develop a list of approved activities that can be revised as new internship experiences are defined.
- Allow mentors to interview interns before the relationship begins.
- Assign a full-time internship supervisor who would help mentor the interns through their 540-hour internship.

### **Recommendations for School Systems**

- Consider placing interns in the same school with their mentor when possible.
- Several mentors spoke of the difficulty interns have meeting the time requirements of a rigorous internship. They describe the best practice as giving the intern the opportunity to experience job imbedded leadership internship. An example is the assistant to the principal, which provides administrative assistance to the principal while providing an opportunity for an aspiring administrator a paid internship. School systems should consider funding for paid internship experiences to promote the development of educational leadership within the school system in collaboration with rigorous programs such as the ELPA program at East Tennessee State University.

### **Recommendations for Future Mentors**

- Use the ISLLC Standards to develop structure for the internship experience.
- Use the ISLLC Standards as a guide for personal professional development planning.

**NOTE:** *Barnett's references can be found on page 31.*

# How to Successfully Engage Students Every 47 Seconds

by Bert A. Goldhammer

Professor, Northeast State Community College

TPA Emeritus

*"Four out of five lessons given in Metro Nashville classrooms aren't good enough to keep students engaged." Tennessean, December 5, 2012*

I first heard this scathing indictment on the radio as I drove to the Tennessee Principals Association's Annual Conference in Murfreesboro on December 5, 2012. I had two hours of driving ahead so, I had plenty of time to consider what I had just heard. My first thoughts were "tragic," "horrific" and finally "easily fixed!" I just heard your gasp... yes, I thought "easily fixed."

The "fix" begins by asking a question: "What helps students learn more?" The answer begins with **Great Initial First Teaching (GIFT)**! Those who attended the breakout session, titled "How to Successfully Engage Students Every 47 Seconds," presented by John Hollingsworth, co-founder of DataWORKS Educational Research, learned the power of GIFT as the first "Aha!" of his one-hour instructional presentation. You may recall, John is the co-author of *Explicit Direct Instruction for English Learners (Corwin, 2012)* and the Corwin bestseller, *Explicit Direct Instruction: The Power of the Well-Crafted, Well-Taught Lesson (2009)*.

What followed was an introduction to a systematic process designed to insure student engagement and learning as a lesson is being taught. First, *student engagement is created when the teacher asks the student to do something*. Hollingsworth introduced the DataWORKS' construct titled, "*Engagement Norms*," which details a step-by-step process for student engagement that can be used in any lesson.



The pedagogical structure is designed to activate student engagement through the teacher and other students. The "*learning pyramid*" reminds us that students retain 90% of what has been presented by immediately teaching someone else the information. This construct is logical, applicable, and easily implemented.

Hollingsworth then introduced the cornerstone of DataWORKS' 15 years of success: *Explicit Direct Instruction (EDI)*. EDI, in its





simplest form, "is a well-designed and well-delivered lesson." The format for an EDI lesson looks similar to most five- or seven-step lesson plans, but differs in two very important ways: Learning Objective-based lessons based on *bulletproof* Concept definitions, and continual "real time" *Checking for Understanding* (CFU). The *Learning Objective* must tell the students what they are going to learn, include the Skill (verb), Concept (noun) and Context in which it is presented, and finally, must match the *Independent Practice*.

# EXPLICIT DIRECT INSTRUCTION (EDI) is a well-designed and well-delivered lesson

## EDI LESSON DESIGN COMPONENTS

(content related)

### STUDENT PREPARATION

#### Learning Objective

CFU

Tell students what they are going to learn.

Include the *skill* (verb), *concept* (noun), and *context* when present.

Must match Independent Practice

#### Activate Prior Knowledge

CFU

Activate or provide, not assess, prior knowledge of the concept or skill.

- Universal Experience: activate information students already know

- Sub-skills: review a pertinent sub-skill—you do one first

### CONTENT PRESENTATION

#### Concept Development

CFU

Teach the concept, rule, or content – written bulletproof definition

Present examples and non-examples pointing to attributes from definition

#### Skill Development

CFU of thinking (Teacher)

CFU

Teach the students the skill

Develop and apply steps-you do one first, modeling the steps

#### Guided Practice

CFU of thinking (Student)

CFU

Guide the students with matched problems

Do a highly structured step-by-step practice; check each step

Teach all variations in the Independent Practice

#### Relevance

CFU

Teach the relevance

Provide personal, academic, real-life examples

#### Closure

FINAL CFU

Students prove that they are ready to successfully complete Independent Practice

Practice

What is the *concept*? How to do the *skill*? *Importance*?

### INDEPENDENT PRACTICE

#### Independent Practice (classroom):

Students practice what they have just been taught

Teacher works with students who are not successful

#### Homework (outside of the classroom):

10 minutes per grade level (i.e., 4th grade 40 minutes total for all subjects)

#### Periodic Review: Access Common Core

Distributed Practice (1, 2, 6, 15 days apart)

Enhanced Selected Response, Constructed Response, Extended

#### Assessments

## EDI LESSON DELIVERY STRATEGIES

(teaching related)

### CHECK FOR UNDERSTANDING (CFU)

- verify student learning

Teach first

Ask a specific question

Higher-Order Questions

- Rephrase, Apply, Justify

Pause, Pair-Share, and Point

Pick a non-volunteer

Listen to the response

Effective feedback

Echo, Elaborate, Explain

**DIFFERENTIATING STRATEGIES** – adjust sub-skills and time for diverse learners

**CONTENT AREA LITERACY** – help students access content information from text

**COGNITIVE STRATEGIES** – help students remember and retrieve information

Rehearsal - use exact words

Elaboration - use with different words or representation

Organization - show relationships (graphic organizers)

**TEACHING STRATEGIES** – present new information

Explain-tell in 2<sup>nd</sup> or 3<sup>rd</sup> person

Model-think aloud in 1<sup>st</sup> person, stating own strategies

Demonstrate-use a physical object

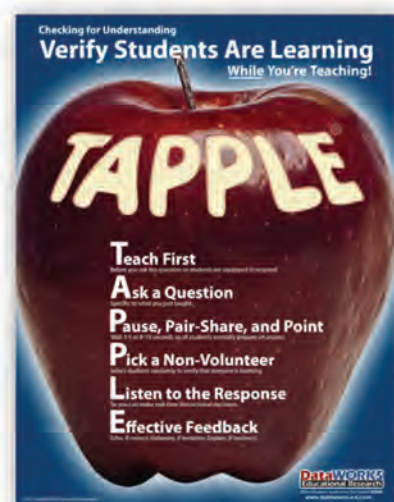
### ENGLISH LEARNER STRATEGIES

Content Access Strategies to make English easier to understand	Language Strategies to promote English language acquisition
Comprehensible Delivery	Vocabulary Development
Context Clues	Language Objective
Accessible Text	Listen Speak
	Read Write

### STUDENT SUPPORT

Identify students for grade-level or sub-skill support

Checking for Understanding should be viewed as "continually verifying that students are learning what is being taught while it is being taught." It just makes sense for teachers to make instructional decisions during lesson delivery while measuring and monitoring student learning as a lesson is taught. Proactive instructional revisions occur in direct response to what students are learning (or not understanding) and minimizes students practicing and reinforcing mistakes. The acronym **TAPPLE** serves as the representation of the DataWORKS' process used to *Check for Understanding*. The acronym represents the following: Teach first; Ask a specific question; Pause, Pair-Share and Point; Pick a Non-volunteer; Listen to the Response; and offer Effective Feedback. By following this pattern to Check for Understanding about every two



Continued on page 30...



# The National Conference of the Year

BEST PRACTICES FOR BETTER SCHOOLS™

HOME FOR ATTENDEES PROGRAM FOR EXHIBITORS REGISTRATION & HOUSING



## 4 days of "AHA!" moments.

Brilliant experts shine their light in Baltimore.

This summer, join some of the smartest thinkers in elementary school education and stay ahead of the dynamic changes taking place at the national level. With close to one hundred sessions to choose from, this is where you'll find engaging speakers and like-minded colleagues eager to share solutions on areas such as:

- Teacher recruitment and retention
- Integration of the new Common Core Standards
- Leading school change and improving student learning
- Running the best possible building – from the cafeteria to the parking lot

Next summer, this city will be a magnet for the most inspired and motivated elementary school principals, assistant principals, teachers, superintendents, and experts in the nation. And that includes you.

Register now at [naesp.org/2013](http://naesp.org/2013)

REGISTER  
NOW

CONFERENCE  
PROGRAM



OUR SPONSORS



SCHOLASTIC

VALIC



Standards Plus

### Smart Speakers



**Freeman Hrabowski**  
*Opening Keynote Speaker*

Creating a Climate of  
Success for All Students



**Adam Sáenz**  
*Closing Keynote Speaker*

The Power of a Teacher

### Pre-Conference

#### Pre-Conference Workshops (July 10)

Three educational superstars present dynamic half-day workshops. These are limited to 150 attendees, so sign up now!

- Robert Marzano: Measuring and Developing Teacher Effectiveness
- Alan November: Figuring out the Pieces of the Common Core
- Daniel Pink: Powering Student Learning Through Arts-Infused Education

### Special Events

#### Community Service Day

On July 10, help build a playground at a local elementary school.

#### Jeans & Jerseys

On July 10, You're invited to wear your favorite team jersey, enjoy live music, food, silent auction and more at this festive NAESP Foundation fundraiser that benefits student leadership programs!

#### Welcome to Baltimore Bash

On July 11, at the Renaissance Harborplace Hotel (our welcome receptions are legendary!).

#### Teacher Leader Day

This special program on July 13 provides a full day of focused professional development to inspire and improve the skills of teacher leaders. School and district team discounts are available.

# Social Media 101 for School Administrators: Using Social Media to Promote Your School and Professional Career



**Kimber Halliburton**, Principal  
Harpeth Valley Elementary School,  
Nashville, Tennessee

In an age where “parent choice” is the trend, principals can highlight their school and attract “shopping” parents with the use of social media. Principals can share with the masses via social media what programs and specifics make their school unique. “Branding” your school is critical to draw in prospective students and parents. However,

there are so many social media websites from which to choose. So, where does a busy principal begin?

Are you aware of the following statistics? 83% of businesses use Facebook. Facebook has over 65 million American users and half of all users login to Facebook every day. LinkedIn has over 44 million American users. 74% of business-to-business marketing companies use Twitter to distribute content.

This connectivity can be an untapped resource for many school administrators. Principals can utilize social media to network and promote their school and/or their own professional career.

## Where to begin?

Start small. If you do not have a personal Facebook or LinkedIn account, consider beginning an account. You can make it as public or private as you wish. Starting a personal account will get you acquainted with how the site works before opening up an account to promote your school. LinkedIn is typically used by individuals to network with others in their fields, while Facebook has accounts for individuals, businesses, schools, PTO's, and non-profits. Twitter is typically used to share immediate information to followers.

Consider the following as you begin using social media for school promotion.

- Before starting, check with your district as to the current policies regarding school promotion using social media.
- What is the communication and “branding” goal of the school?
- Develop a strategy and plan.
- Develop social media policies and procedures. Consider your district's policy in publishing pictures of students, etc.
- Develop a content plan and content update schedule.
- Appoint a trusted member of the staff who is experienced with such media to manage the page.
- Advertise and launch the page. Link the social media page to the school's website.
- Keep the page current with daily, weekly, or bi-weekly postings.

## What Social Media Best Meets My School's Needs?

There are a number of social media outlets from which to select. My advice is to start with one and build others later if needed or desired. Here's a brief description of each and what purpose it might serve:

**Twitter:** Twitter is best used for a brief and immediate sharing of information. The Twitter site only allows the user to write a maximum of 140 characters per message. Twitter is an ideal site for sending parents good news and reminders. Parents receive notification instantly on their smart phones. If you are new to Twitter, set up a personal account first to learn more about its use. Since Twitter allows others to comment on your “tweet”, a mass distribution email list might serve a similar purpose.

As the Social Media coordinator for TPA, I used Twitter to inform attendees about popular break-out sessions, prize drawings, and other happenings at the November TPA state conference. Twitter might be beneficial to principals and PTO's to share events as they are happening just as it did at our conference.

**Facebook:** Facebook offers a free way to advertise and promote the brand of your school. It is considered to be more user-friendly for beginners than Twitter. Facebook can be a wonderful place to share the good news occurring in your school with pictures and comments from you, your page manager, and/or your PTO. It can be an extremely useful tool to highlight a school's academic program, accomplishments, and increases in overall tests scores. The creator/manager of the page can set the privacy settings from being very restrictive to publicly open. Privacy settings can prevent others from posting on the page. The manager can also permit postings after he/she previews and approves posting(s).

## Once Launched, What Next? Social Media Tips:

1. To demonstrate what your school has to offer on Facebook, put your school's website content to work by linking the two media pages. Remember when you post student work samples it should not include their names.
3. Post news and information about upcoming school events. Events such as field day, achievement testing, spaghetti dinners, school plays, and other school-wide events. Keep your postings positive and professional.
4. Use the “poll” feature in Facebook to take the pulse of the community. The polling feature helps you gather the opinions of parents and other stakeholders. This feature can offer page followers a means to select from a list of choices to your posted question without allowing comments.

## Want to Connect with Other School Leaders? On-line Professional Networking for Principals

**LinkedIn** offers individuals from all professions the opportunity to network with others in their respective fields. Principals can connect and share ideas with other school leaders around the world. LinkedIn offers opportunities for users to share their resumes and follow leaders in education.

The most important thing to consider is the school image that you and your staff want to project to the community. Social media, if used correctly and strategically, offers a free vehicle for a school leader to market his/her school.

## Follow us on Facebook and Twitter!

@PrincipalTN



# 2012 TPA Conference Revisited



Photos from around the exhibit hall show just a small part of what the TPA annual leadership conference is all about. In this setting attendees get an opportunity to review the most recent innovations in the field of education. Of course there are door prizes and a happy celebration for the ribbon-cutting. Patty Evans, lower photo, far left, was in charge of the exhibit hall. Other members at the ribbon cutting include, Julie Hopkins, Catherine Prentis, Kimber Halliburton, Teresa Dennis and Amy Downey.

On the following pages are members reflections of a portion of the conference presentations and their uses of this new information in their schools. TASL credit is awarded to attendees who choose to write about their experiences.

The 2013 conference will be in East Tennessee next December. Watch our website [tnprinassoc.org](http://tnprinassoc.org) for more information.



# 2012 TPA Conference Revisited

## **Stephanie Hoskins, Principal, DUPONT ELEMENTARY SCHOOL**

Jenifer Severson shared with us more great **Quantum Learning** strategies to implement in our school and classrooms! At DuPont Elementary, we already implement many Q.L. strategies in our classrooms to support the learning environment and we plan to have another Q. L. Professional Development soon! We strongly believe in community at our school and are constantly working on creating an environment of trust and collaboration to help our students be successful in learning!

Jenifer Severson shared information in relation to Building a Quantum Learning Professional Community and some key characteristics are:

- Foster Open Communication
- Establish Teams in the Organization
- Create a Win-Win Environment
- Set Goals

Since our district has moved to Project Based Learning, the characteristics listed above will help us as we transition into this somewhat new way of learning. J. Severson also stressed the importance of three essential platforms and the importance of remembering them in all that we do. They are: All students can learn, all students can behave appropriately and all students can build strong character. We can do it!

Another very important piece is strong relationships. At DuPont Elementary, we do the “Big Me Big You” relationship and a team approach to learning! We all work together to focus on the above characteristics to support a healthy and successful learning environment for all.

## **Suzanne H. Brown, Ed.D. - Principal, TREADWELL MIDDLE SCHOOL**

While all of the presenters at this year's TPA conference gave useful information, one standout proved beneficial my first day back at school. John Hollingsworth with **DataWORKS Educational Research** presented “How to Successfully Engage Students Every 47 Seconds.” I selected his presentation based on classroom observations in our middle school. Teachers with fast-paced, changing and challenging lessons have the least number of office referrals and the highest percentages of on-task students. The session I attended was his last of the conference, and he ‘gifted’ me 2 full sets of student dry-erase boards! I had seen these used in our 6<sup>th</sup> grade R/LA classes and knew they are a best practice. During our faculty meeting, I shared some of Hollingsworth's engagement strategies and used the dry-erase boards as door prizes.

Since our classes are extremely diverse in academic readiness, the multiple strategies do an excellent job of allowing all students opportunities to learn. DataWORKS Student Engagement Norms ensure all students are successfully taught grade-level work every day. In any given class, our teachers must effectively teach grade-level work to 76% below-grade level students. Only 1 out of 4 students is within 1-2 years of grade-level in reading. When explaining low-expectations demonstrated in lesson planning, teachers have cited the need for remedial work as their reason for not teaching grade-level work. Last year's spring TCAP scores showed our most significant gains in TVAAS were in the Below Basic categories. The higher the level of proficiency the student had, the lower the student's gain scores. Teachers stated to me prior to the conference that they were confused about how to teach grade-level work to students who are 3-5 years behind grade level.

DataWORKS can work successfully with elementary, middle and high school students. The whiteboards give authentic, measurable feedback to the teacher indicating whether or not the targeted learning has been accomplished. Having students use their “public voices” and answer in complete sentences builds confidence and helps organize thought processes. Pair-Share supports the premise that one really knows something when one can teach it! As students share their understanding of new content, they reinforce their thinking and fill-in any gaps in knowledge by listening to their Pair-Share partners.

# TPA 2012 Conference Revisted

The deliberate effort on the learner's part to sit with a straight back with eyes front promotes improved and prolonged attention. When the students track the speaker's reading, read with the speaker, repeat with the speaker, and gesture with the speaker, they have multiple chances to experience the new content in non-threatening ways. Students' various learning styles are accommodated by presenting the content orally, visually, and kinesthetically. To further support the learning strategies, Hollingsworth recommends teacher implement the acronym "TAPPLE." T = Teach First. A = Ask a Question. P = Pause, Pair-Share, and Point. P = Pick a Non-Volunteer. L = Listen to the Response. E = Effective Feedback.

Good first teaching is emphasized with TMS's lesson plan design. The district mandates numerous interventions and has RTI follow-up, but nothing helps students learn more than "school reform that addresses success of initial classroom instruction." Hollingsworth engagement norms guarantee the teacher is asking the student to DO SOMETHING... When students are doing something with the content, they are engaged. When they engage in different ways with the content, they have opportunities to develop a deeper understanding and make personal, real-world connections to the content. Once the students understand the essential learning and can apply the learning, their brains will store the information in multiple pathways.

One stumbling block for teachers that I have observed in classrooms is gimmicky checks-for-understanding like "Thumbs UP!/Thumbs DOWN!" and "Open Fists/Closed Fists—1,2, 3, or 4 Fingers." Initially, as every student gestures a personal level of understanding, it looks like the teacher is getting a good reading on whether or not additional instruction is required before moving on. Closer examination reveals that students often misrepresent their level of comprehension just to avoid being called on or having to "work some more" on the exercise. When teachers have students "Chin-up" on their white boards, ask specific, higher-order questions of non-volunteers, listen carefully to responses and provide meaningful feedback, they are better able to verify where students are with their learning.

Successfully engaging students every 47 seconds demands teachers actively teach and students actively participate. These best practices signify the end of bad practices that disguise non-learning as hard work, i.e., long episodes of silent reading and mindless worksheets. Students never have a chance to daydream, doze off, chit-chat, or zone out when the instructional strategies require them to DO SOMETHING every 47 seconds.

*NOTE: Check out page 16 for more information on DataWorks.*

## **Shane Harwood, Principal, Nolan Elementary**

I was very fortunate to participate in the **Award School Strategies** session that highlighted the successes of two of Tennessee's Reward School recipients. Of those two, the presentation by Dr. Holly Flora, principal of Andrew Jackson Elementary, provided a fantastic strategy that I have chosen to implement at my school. In this presentation, Dr. Flora shared her school's focus of data-driven instruction and the use of data notebooks. Within these notebooks, teachers and grade levels maintain organized data from a variety of assessment sources gathered throughout the year from which to glean valuable information as they plan purposeful instruction. At my school, we also utilize a variety of data in both formative and summative form to ensure that we are planning purposeful and prescriptive instruction as well. In our case, however, we have yet to establish a functional way of organizing the data for our teachers. As such, I have taken Dr. Flora's concept and adapting it to meet the needs of our school and our teachers.

In looking ahead to the second semester, each of our teachers will be issued their own data notebook upon return from the winter break. The beginning of this notebook will include a variety of assessment data including last year's TCAP data drilled down in several ways to include school, grade, teacher, and student-specific data by subject areas and standards. In addition, the data notebooks will also include the data gathered during the first semester such as Fountas and Pinnell Benchmarking data, district-wide math assessment data, and district-wide writing assessment data and work samples. With the data provided in these notebooks, we will then work with our teachers after returning from the break to further identify those "bubble students" and their specific areas of need in order to guide our instruction for the second semester leading up to the 5<sup>th</sup> grade TCAP Writing Assessment and the spring TCAP Assessment for grades 3-5. In addition, our teachers in the primary grades will be able to use their data in prescriptively planning to meet the individual

# TPA 2012 Conference Revisted

needs of their students while also focusing on skills needs related to the student's current grade level as well as those skills identified as potential needs in the grade level to come. In the end, our hope is to continue to build upon our focus and effectiveness of data-driven instruction by providing our teachers with an organized and consistent method of maintaining and referencing the data.

## **Bonnie Reese, Assistant Principal, Marshall Elementary School**

I attended the 2012 Priorities for Tennessee Principals Conference presented by the Tennessee Principal Association in Murfreesboro. The first General Session titled **"Common Core in Tennessee"** was presented by Emily Barton, Assistant Commissioner of Curriculum and Instruction. It was during Ms. Barton's presentation that I decided there was a definite need for more understanding of the CCSS at my school.

I intend to use the four most important questions for principals given by Ms. Barton to lead the teachers towards the goal of greater understanding of the CCSS. The questions are as follows:

1. Are teachers spending time on the right content (omitting topics that are no longer in their grade and spending the majority of time on the major work of the grade?)
2. Are students getting regular practice with demanding tasks?
3. Are teachers using questions to engage, assess and advance student thinking?
4. Are teachers using monitoring and advancing the progress of ALL students?

Questions number one will be addressed during PLC and grade level meetings. The school's instructional facilitator will be instrumental in guiding the teachers as well as helping them "let go" of those standards that are not necessary to the academic success of the students. Horizontal and vertical meetings will also be essential to answering question number one.

Question two is concerned with students receiving regular practice with demanding tasks. In the elementary setting, this can be addressed in several ways. Reminding teachers during PLCs to implement the practice of demanding tasks is one way, common assessments, nine weeks tests, Discovery Assessments will be of great help to teachers as well.

Question number 3 is a great challenge. I know that questioning is an area of great need for the teachers at my school. This is going to require outside resources and professional development. Resources like the Elementary Coordinator from the Central Office, representative from the field office, and a teacher that is exceptional at questioning will conduct the professional development in this area. In addition, discussions will be held during PLCs to be sure strategies learned during Professional Development are being utilized.

The last question concerns monitoring and advancing ALL students. This will be achieved through progress monitoring, use of Discovery Assessments, common assessments, nine weeks tests, and teacher observations of students. Data notebooks will be constructed for teachers to use. Every student will have a data folder that they are responsible for. Data conversations will be held with every student to discuss the data as it goes in their folders. Grade level meetings will be held to discuss which standards need to be taught, retaught or reinforced.

These four questions will be used at Marshall Elementary School to help our students be successful learners. Thanks to Ms. Barton for her help!



# The Gordon Commission

## A STATEMENT CONCERNING PUBLIC POLICY

*The Gordon Commission on the Future of Assessment in Education was created to consider the nature and content of American education during the 21st century and how assessment can be used most effectively to advance that vision by serving the educational and informational needs of students, teachers and society. The Commission's goal in issuing this brief public policy statement is to stimulate a productive national conversation about assessment and its relationship to learning. The work of the Commission and this report come at a propitious time. The Common Core State Standards in Mathematics and English Language Arts adopted by 45 states and the District of Columbia, as well as Next Generation Science Standards that are under development, stress problem-solving, creativity and critical thinking over the memorization of isolated facts and decontextualized skills. Assessments meant to embody and reinforce those standards are under development and will be given for the first time in 2015. Over the next few years states will be deeply engaged in implementing the standards and preparing for the new assessments. These developments have heightened awareness among educators and state and federal policy makers of the critical relationships among more rigorous standards, curriculum, instruction and appropriate assessment, and have created an opportunity to address issues of long standing. This policy statement capitalizes on that opportunity to bring about a fundamental reconceptualization of the purposes of educational assessments.*

*NOTE: This Public Policy statement represents the authors' sense of recommendations that are implicit in the work of the Commission. However, it has not been vetted by the members of the Gordon Commission and thus it should not be concluded that any given member of the Commission endorses the specifics included herein.*

## Transforming Assessment to Support Teaching, Learning and Human Development

Although assessment, broadly construed, is a central element of education and must be aligned with both teaching and learning goals, it is not the only — or even the major — tool for improving student outcomes. Indeed, for education to be effective, schools must be designed with clear and precise teaching and learning goals in mind and supported in ways that make them likely to reach those goals; teachers must be provided with the appropriate instructional materials and professional development; and other resources including time, technology and teachers' skills must be deployed strategically.

To be helpful in achieving the learning goals laid out in the Common Core, assessments must fully represent the competencies that the increasingly complex and changing world demands. The best assessments can accelerate the acquisition of these competencies if they guide the actions of teachers and enable students to gauge their progress. To do so, the tasks and activities in the assessments

must be models worthy of the attention and energy of teachers and students. The Commission calls on policy makers at all levels to actively promote this badly needed transformation in current assessment practice. The first and most important step in the right direction will require a fundamental shift in thinking about the purposes of assessment. Throughout the long history of educational assessment in the United States, it has been seen by policy makers as a means of enforcing accountability for the performance of teachers and schools. For a relatively low outlay, assessments could expose academic weaknesses and make it possible to pressure schools and teachers to improve. But, as long as that remains their primary purpose, assessments will never fully realize their potential to guide and inform teaching and learning. Accountability is not the problem. The problem is that other purposes of assessment, such as providing instructionally relevant feedback to teachers and students, get lost when the sole goal of states is to use them to obtain an estimate of how much students have learned in the course of a year. It is critical that the nation's leaders recognize that there are multiple purposes of assessment and that a better balance must be struck among them. The country must invest in the development of new types of assessments that work together in synergistic ways to effectively accomplish these different purposes — in essence, systems of assessment. Those systems must include tools that provide teachers with actionable information about their students and their practice in real time. We must also assure that, in serving accountability purposes, assessments external to the classroom will be designed and used to support high-quality education. Finally, the nation must create a demand for improved assessment practices by helping parents and educators understand the need for change.

The transformation of assessment will require a long-term commitment. There will be some who will argue that, with the work of the PARCC and Smarter Balanced state consortia to create new assessment systems not yet complete, it would be better to wait before pursuing major policy changes. The Commission disagrees and believes that because that work is unfinished, now is the time to move toward more fundamental changes. Certainly, the new assessment systems will need to be implemented and analyzed and then — based on data — revised, to be sure that they are, indeed, supportive of the standards. The fundamental reconceptualization of assessment systems that the Commission is calling for should guide those inquiries. The states leading the consortia must demand that the assessment systems be robust enough to drive the instructional changes required to meet the standards. In addition, states have to expect that the assessment systems will provide evidence of student learning that is useful to teachers. Finally, states have to demand that the systems be flexible enough to be adapted to new methods of delivery and scoring as they emerge. As of now, the funding for the consortia will run out in 2014, just as the

# Stimulating a National Conversation on Assessment and Learning

new assessment systems are starting to be used, and the costs will likely be shifted to the states. The states will have a financial as well as educational incentive to make sure the assessment systems are working as intended. Consistent with the above, the leadership of the Gordon Commission has developed a set of recommendations directed toward federal and state policy makers; private for-profit and nonprofit organizations related to assessment; the scholarly community; and philanthropists. As a context for these recommendations, we briefly summarize major themes that emerged from meetings that the Commission held across the country as well as reviews and syntheses of research regarding assessment history, methods, philosophy, digital technology and policy.

## **Reconsidering Assessment: Why, What and How We Assess**

The purposes of assessment fall into two general categories: first, assessment of learning generally involves an appraisal of student achievement after a period of instruction. Such assessments can be used to judge attainment for such purposes as accountability, admission to college or other opportunities, and to evaluate programs or approaches. Second, assessment for learning involves a more restricted and focused appraisal of student knowledge during a shorter period. It is designed for purposes such as adjusting and improving instruction. Although both types of assessment share certain features, they each must be tailored to their specific purpose; an assessment designed for one purpose, such as accountability, is seldom best suited for other purposes such as instructional adjustment.

Recognizing that accountability will continue to be an important aspect of educational policy, the Gordon Commission believes that accountability must be achieved in a way that supports high-quality teaching and learning. It must be remembered that, at their core, educational assessments are statements about what educators, state policy makers and, indirectly, parents want their students to learn and — in a larger sense — become. What we choose to assess is what will end up being the focus of classroom instruction. Teachers and students will take their cues from high-stakes tests and will try to score well on them regardless of their type. So, it is critical that the tests best represent the kind of learning students will need to thrive in the world that awaits them beyond graduation. But changing the nature and quality of external accountability tests will not be enough. An equal, if not greater, investment needs to be made in new assessment resources and tools that better integrate assessment with classroom teaching and learning, and better represent current thinking on how students learn and on changes in the world at large. The globalization of the economy, advancements in technology, the development of the Internet, and the explosion of social media and other communication platforms have changed the nature of what it means to be well-educated and competent in the 21st century. Digital technologies have

empowered individuals in multiple ways, enabling them to express themselves, gather information easily, make informed choices, and organize themselves into networks for a variety of purposes. New assessments — both external and internal to classroom use — must fit squarely into this landscape of the future, both signaling what is important and helping learners know they are making progress toward productive citizenry.

More specifically, assessments must advance competencies that are matched to the era in which we live. Contemporary students must be able to evaluate the validity and relevance of disparate pieces of information and draw conclusions from them. They need to use what they know to make conjectures and seek evidence to test them, come up with new ideas, and contribute productively to their networks, whether on the job or in their communities. As the world grows increasingly complex and interconnected, people need to be able to recognize patterns, make comparisons, resolve contradictions, and understand causes and effects. They need to learn to be comfortable with ambiguity and recognize that perspective shapes information and the meanings we draw from it. At the most general level, the emphasis in our educational systems needs to be on helping individuals make sense of the world and how to operate effectively within it. Finally, it also is important that assessments do more than document what students are capable of and what they know. To be as useful as possible, assessments should provide clues as to why students think the way they do and how they are learning as well as the reasons for misunderstandings.

Designing and implementing assessments that support this ambitious vision of education represents a major challenge. Historically, educational assessments have been far more narrowly focused. Assessments have been designed primarily to provide summative information about student, teacher, school and system performance. That information has been used to highlight weaknesses, direct the spending of money, choose students for additional help or advanced classes, and evaluate the effectiveness of programs or teaching methods. Present testing practices enjoy broad support among policy makers because many people accept them as defining educational accomplishment. But this emphasis on measuring student performance at a single point in time and with assessments whose primary purpose is to provide information to constituencies external to the classroom has, to a large extent, neglected the other purposes of assessment. Moreover, developing a new mindset about the contexts and purposes for assessment, as well as new approaches to accomplish it, is not only difficult, but requires an investment of resources. Presently, the federal government is absorbing the lion's share of the costs for the systems of assessment being developed by the PARCC and Smarter Balanced consortia. The conditions of that support stipulate that accountability components be the primary focus of



# The Gordon Commission

their work. As a result, it is highly likely that the tools and resources needed to support teacher uses of assessment in the classroom will be seriously underdeveloped and in need of significant further work. When this round of federal funding ends, and the states are left with the challenges and costs associated with implementation and further development of accountability systems, there may be little money remaining to devote to formative assessment and practices.

## **Moving Forward: The Opportunity**

Because assessments are, essentially, a claim about a student's competencies, new approaches to assessment must be treated as a process of gathering evidence to confirm or disprove particular claims. That evidence, which in a system of assessments can come from multiple sources, can be used to improve both how and what students are learning. The evidence might include activities ranging from simple to complex performance tasks pursued within classrooms as well as assessments external to regular classroom activities. Digital technologies hold great promise for helping to bring about many of the changes in assessment that the Commission believes are necessary. Technologies available today and innovations on the immediate horizon can be used to access information, create simulations and scenarios, allow students to engage in learning games and other activities, and enable collaboration among students. Such activities make it possible to observe, document and assess students' work as they are engaged in natural activities — perhaps reducing the need to separate formal assessment for accountability from learning in the moment. Technologies certainly will make possible the greater use of formative assessment that, in turn, has been shown to significantly impact student achievement. Digital activities also may provide information about noncognitive abilities — such as persistence, creativity and teamwork — that current testing approaches cannot. Juxtaposed with the promise is the need for considerable work to be done on issues of scoring and interpretation of evidence before such embedded assessment can be useful for these varied purposes.

Many issues, including some alluded to above, have been discussed and debated among educators and assessment experts for many years. As part of those discussions it is now widely recognized that large-scale standardized testing has exerted a greater and greater influence over American schooling. At the same time, it has been shown repeatedly that teachers have the largest impact on education of any in-school factor. And it is what teachers do and what they teach and how they assess in classrooms that give teachers that influence. Given that fact, it would seem appropriate to identify specific, effective instructional resources such as curricula and classroom assessments and then prepare teachers to use those resources effectively. However, the notion that education must be locally controlled is deeply engrained in our nation's culture and educational politics and that fact

has meant that instructional resources must be chosen by those closest to the classrooms, which sometimes means individual teachers. So, states have individually relied on external tests to exemplify and enforce their content standards so as to ensure some degree of consistency of quality and results across classrooms, schools and districts in their jurisdiction. External tests, then, have too often become the de facto curriculum with a range of intended and unintended outcomes, such as impoverishing the development and use of effective classroom assessments. The Common Core standards, and the rethinking of assessment that they are fostering, provide an opportunity to challenge this deeply held belief in local control.

## **Recommendations**

**In the Realm of State Collaboration and Policy**

The constitution of every state in the nation requires it to provide a free public education to its children. That means that states have the most authority over the assessments used to monitor the quality of the education children are receiving. Although the past several decades have seen some power and authority over schooling and assessment shift to the federal government, this trend is now in the other direction. The states, acting through the National Governors Association and the Council of Chief State School Officers, demonstrated that they recognized the need for better standards and assessments when they led the creation and adoption of the Common Core State Standards. Although the two assessment consortia are federally funded, they are led by the states. The states participating in the consortia have agreed to establish common progress categories. This record of collaboration is something to build upon. Most state education departments are understaffed and poorly funded. That means that taking on the additional responsibility of monitoring how well the assessments are working will be difficult for them to accomplish on their own. They will have an incentive to continue to work together on this important job.

It is recommended that states create a permanent Council on Educational Assessments modeled on the Education Commission of the States to take on this function. Funding for the Council should come from the federal government, states, and a small tax on every assessment sold. The Council's first responsibility would be to commission an evaluation of the strengths and weaknesses of the Smarter Balanced and PARCC assessment systems and their effect on teaching and learning. The purpose of this evaluation would be to ensure that the new assessments are, indeed, driving instruction that is consistent with the educational vision embodied in the standards. As has been done before with evaluations of important assessment programs such as the National Assessment of Educational Progress (NAEP). Such an evaluation might be conducted by an independent panel assembled under the auspices of the National Academy of Sciences or the National Academy of Education.

# Stimulating a National Conversation About Assessment and Learning

## **In addition, the Council should:**

- Conduct research on how assessments are changing, help inform states so that they make good purchasing decisions, and address issues as they arise. The Council also would oversee the process of setting cross-state performance level targets.
- Mount a public education campaign targeting parents, educators, school board members and the media explaining the importance of good assessment to quality education.
- Create a Study Group on the Challenges of Equitable Assessment to explore issues related to diversity, equity and excellence.
- Commission research on policies designed to secure the privacy of assessment data while also creating protocols for making large quantities of such data available to qualified researchers.

## **In the Realm of Federal Policy**

Significant pieces of federal educational legislation are awaiting reauthorization, including the Elementary and Secondary Education Act (ESEA) of 2002, the Individuals with Disabilities Education Act, and the Higher Education Act. The reauthorization of these major pieces of legislation provides an opportunity to promote new ideas about assessment. The Obama administration has successfully used incentives built into the American Recovery and Reinvestment Act of 2009, the Race to the Top competitions and the Investing in Innovation fund to bring about a variety of policy changes and innovations. For example, the Race to the Top district competition requires applicants to use “collaborative, data-based strategies and 21st-century tools” to move beyond one-size-fits-all approaches and personalize learning. This has significant implications for assessments and the type of feedback they provide for teachers and learners. The U.S. Department of Education has used its waiver powers to allow states to experiment with measuring students’ year-to-year growth rather than their status at a fixed point in time. This waiver power also was used to free states from some of the onerous accountability aspects of the No Child Left Behind act.

It is recommended that the President and Congress consider various models to encourage experimentation with different approaches to assessment and accountability. In reauthorizing ESEA, the Obama administration should press for funds to incentivize states and assessment companies to experiment with radically different forms of assessments, including challenging performance tasks that better represent the learning activities that will help students develop the competencies they will need to succeed in the 21st century.

In the Realm of National Research and Development  
The assessments that we will need in the future do not

yet exist. The progress made by the PARCC and Smarter Balanced consortia in assessment development, while significant, will be far from what is ultimately needed for either accountability or classroom instructional improvement purposes. This is not a criticism of the Consortia per se but a realistic appraisal of the design constraints and time lines imposed upon their work from the outset. While America certainly can profit from the consortia’s work, the U.S. Department of Education, the Department of Defense, the National Science Foundation, and the National Institute of Child Health and Human Development, in collaboration with the philanthropic community, should commit to a 10-year research and development effort to strengthen the capacity of the U.S. assessment enterprise to broaden the range of behaviors, characteristics and manifestations of achievement and related development that are the targets of assessment in education. This effort should be a partnership between not-for-profit organizations (existing or newly created), the for-profit sector, professional teacher organizations and universities. There are multiple models for this type of public-private research and development effort in biomedicine, defense and other fields.

As discussed earlier, one goal of this effort should be the creation of assessment tasks that exemplify the type of learning that we want to occur in classrooms. Today, teaching to the test is seen as a negative consequence of accountability testing. With the proper assessment tools, it will be easier to encourage teaching to the underlying competencies as standard practice. In order to be practical, new ways of delivering and scoring such assessments will have to be developed. Technologies for presenting rich and varied materials and for capturing and automating the scoring of written responses and other student behaviors currently exist and show promise. But they will need to continue to improve and be adapted for a variety of subjects in order for these new assessments to be widely used for a range of assessment purposes. This expanded view of assessment will require the training and employment of broadly educated specialists in learning, cognition, measurement and assessment. It is recommended that the government and private philanthropies increase the number of pre- and post-doctoral scholars dedicated to the development of this expertise.

## **Commission Members**

The Gordon Commission consists of 30 members. The scholars, policy makers and practitioners who comprise the Commission have identified critical issues concerning educational assessment, investigated those issues, and developed position and review papers that informed the Commission’s recommendations for policy and practice in educational assessment.

For a list of the members of the Gordon Commission, please go to the following website: [gordoncommission.org](http://gordoncommission.org)





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

**\$295** 18-month ***SPECIAL OFFER*** for K-8  
***Assistant Principals***

2013-2014 membership form for ***new*** memberships only

***We encourage involvement that makes a difference!***

You will see and learn first hand what is available to prepare you for recognition as a top-principal prospect and your eventual placement as a practicing, building-level leader. Review the attached *Principals Matter* for an overview of what is occurring instate and nationally through your involvement.

Separate yourself from the pile of future applicants and elevate recognition of your interest and energetic investigation of qualities essential in successful principals through TPA/NAESP membership. Benefits include professional development opportunities, legislative and legal benefits, research, networking, and much more!

-----  
Name \_\_\_\_\_ Position \_\_\_\_\_  
School Name \_\_\_\_\_ ☐ Elementary ☐ Middle  
System \_\_\_\_\_ Recruited by \_\_\_\_\_  
Address \_\_\_\_\_ ☐ School ☐ Home  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ County \_\_\_\_\_  
Email \_\_\_\_\_ @ \_\_\_\_\_ . \_\_\_\_\_  
Phone ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_ Fax ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

"A" membership ~~\$385~~ **\$295** Assistant Principals (new memberships only)

**Method of Payment: (check one)**

☐ Check enclosed: make payable to: TPA ☐ Purchase Order: Copy attached

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

Card # \_\_\_\_\_ Expiration Date \_\_\_\_\_

Signature \_\_\_\_\_

*Mail form along with payment to:*

**Membership Processor, 205 Sterling Springs Drive, Johnson City, TN 37604**

*For questions contact **tnprinassoc@comcast.net** or call **423-794-6664***



*Gain an important edge in the career curve!*

**\$99** 18-month **SPECIAL OFFER** for K-8  
**Aspiring Principals**  
2013-2014 membership form for **new** memberships only

***We encourage involvement that makes a difference!***

You will see and learn first hand what is available to prepare you for recognition as a top-principal prospect and your eventual placement as a practicing, building-level leader. Review the attached *Principals Matter* for an overview of what is occurring instate and nationally through your involvement.

Separate yourself from the pile of future applicants and elevate recognition of your interest and energetic investigation of qualities essential in successful principals through TPA/NAESP membership. Benefits include professional development opportunities, legislative benefits, research, networking, and much more!

-----  
Name \_\_\_\_\_ Position \_\_\_\_\_  
School Name \_\_\_\_\_ ☐ Elementary ☐ Middle  
System \_\_\_\_\_ Recruited by \_\_\_\_\_  
Address \_\_\_\_\_ ☐ School ☐ Home  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ County \_\_\_\_\_  
Email \_\_\_\_\_ @ \_\_\_\_\_ . \_\_\_\_\_  
Phone ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_ Fax ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

"G" membership ~~\$120~~ **\$99** Aspiring Principal (teachers, counselors—new memberships only)

**Method of Payment: (check one)**

☐ Check enclosed: make payable to: TPA ☐ Purchase Order: Copy attached

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

Card # \_\_\_\_\_ Expiration Date \_\_\_\_\_

Signature \_\_\_\_\_

*Mail form along with payment to:*

**Membership Processor, 205 Sterling Springs Drive, Johnson City, TN 37604**

*For questions contact [tnprinassoc@comcast.net](mailto:tnprinassoc@comcast.net) or call 423-794-6664*



# How to Successfully Engage Students Every 47 Seconds continued...

minutes, the teacher insures that all students are engaged in each lesson presented. Students learn and retain information when they are active participants in the learning process. **TAPPLE** insures that teachers engage in ongoing formative assessment of all students, rather than just be validated by a few students waving their hands who have the correct answer.

Hollingsworth next presented a "how-to" using **EDI Higher-Order Questions** to facilitate instruction for *Common Core Standards* in ELA and Math. When teachers present a Common Core lesson, they must focus on questions that cannot be answered by simple repetition or reading the answer; students must think, interpret, and evaluate prior to answering. Hollingsworth provided multiple examples of higher-order questions related to Concept Development, Skill Development and Guided Practice. The following chart provides examples of questions:

Higher-Order Questions		
Standards   Videos   Activities   Brain Research   Lessons   EDI Table		
EDI Higher-Order Questions		
(cannot be answered by simple repetition/reading answer)		
EDI Lesson Component	Question Type	Examples
<b>Learning Objective</b>	Reading and Pronunciation	<ul style="list-style-type: none"> <li>What are we going to learn today? or</li> <li>What are we going to _____ today? or</li> <li>What is today's Learning Objective?</li> </ul>
<b>Concept Development</b> Teach the Concept, or rule – written bulletproof definition. Present examples and non-examples pointing to attributes from the definition.	Higher-order concept definition and example questions	<ul style="list-style-type: none"> <li>In your own words, what is _____?</li> <li>Which is an <b>example</b> of _____? How do you know?</li> <li>Why is _____ an <b>example</b> of _____?</li> <li>Why is _____ not an <b>example</b> of _____?</li> <li>What is the difference between the <b>example</b> and the <b>non-example</b>?</li> <li>Give me an <b>example</b> of _____. Why is that an <b>example</b>?</li> <li>Draw an <b>example</b> of _____. Why is that an <b>example</b>?</li> <li>Which (picture/poster) shows an <b>example</b> of _____. Why?</li> </ul>
<b>Skill Development</b> Teach the students how to do the Skill Develop and apply steps – you do one first, modeling the steps	Higher-order thinking-process questions (done after modeling the step)	<ul style="list-style-type: none"> <li>How did I (teacher) _____? (finish this frame using the content and academic vocabulary from the step completed.)</li> </ul>
	Higher-order closing interpretation of results.	<ul style="list-style-type: none"> <li>How did I interpret the answer?</li> <li>How did I know what the answer means?</li> </ul>
<b>Guided Practice</b> Students work problems step-by-step. Check each step Teach all variations in the Independent Practice	Higher-order thinking-process questions (done after students complete the step*)	<ul style="list-style-type: none"> <li>How did you (student) _____? (finish this frame using the content and academic vocabulary from the step completed.)  <small>*Ask only if the step is a new process or a difficult process for students.</small></li> </ul>
	Higher-order closing interpretation of results.	<ul style="list-style-type: none"> <li>What is the meaning of the answer, result, analysis, etc...? (if applicable)</li> </ul>
<b>Relevance</b> Teach why the lesson is relevant	Higher-order divergent, evaluation questions	<ul style="list-style-type: none"> <li>Does anyone have any other reason why this is relevant?</li> <li>Which reason is most relevant to you? Why?</li> </ul>
<b>Closure</b> No more teaching Final CFU to verify if students are ready for Independent Practice	Higher-order divergent question	<ul style="list-style-type: none"> <li>General questions: What did you learn today about _____?</li> <li>Concept questions.</li> <li>Skill questions.</li> </ul>

During the "how-to" portion of the presentation Hollingsworth introduced a money-saving and effective method for whole-class Checking for Understanding: the *individual whiteboard*. Yes, a throwback to the "hornbook and slate," but highly effective and very low-tech (low cost). Hollingsworth detailed the advantages of this tool such as: incorporation of a kinesthetic activity, including all students in the process, improving classroom management and student engagement, and facilitating error analysis. He discussed the use of whiteboards and detailed a set of "norms" for their implementation. The goal of a



successful implementation plan would be 100% of the students providing the correct answer to a given question and a mandatory re-teach if fewer than 80% provide the appropriate response. An additional plus to this methodology would be in meeting the **RTI Tier I** requirements.

## Whiteboards

Standards Videos Activities Brain Research Lessons EOI Table

### Individual Whiteboards: Check everyone at once

- Use when the answer is **short**
- Incorporates a **kinesthetic** activity
- All students **answer** the question
- Improves classroom management and engagement
- **See all answers** at once
- Call on individual students to **justify** or **interpret** their answers
- Facilitates **error analysis**



### How to use Whiteboards

- 1 Ask a question.
- 2 Have students **write** their answers on their whiteboards and then **Pair-Share**.
- 3 Signal students to **hold** up their boards at the same time.
- 4 Call on students to **read and justify** their answers to the class.
- 5 **Conceptual errors:**
  - Call on **correct answers first**. Ask students to justify their answers.
  - Call on **incorrect answers**. Ask students to justify their answers.
  - Provide **corrective feedback** as needed.
- 6 **Subskill Errors:** Correct them directly.  
Don't reteach the class.

#### Whiteboard Norms

- Boards up. Chin-it
- Boards down.
- Caps on. Caps off.
- Park your board.

*Go for **100%** correct answers.*

1. Re-teach when necessary. (80%)
2. Then provide corrective feedback.

**DataWORKS**  
Educational Research  
©2012 DataWORKS Educational Research

The final segment of the presentation dealt with providing *Effective Feedback* to students. Hollingsworth emphasized that "students are **never** allowed not to know the answer!" The first thing the instructor must do is to distinguish between "whole-class errors" and "individual student errors." If an individual student answers incorrectly, provide prompts and hints and wait time. If there is no response, have the student listen while you call on another student. Then go back and re-ask the question. If two students in a row answer incorrectly, then re-teach the segment to the entire class and call on the same students again.

## REFERENCES - Continued from page 15...

- Eriksen, M. (2004). Developing the ability of proactive reflection. *Academic Exchange Quarterly*, 8, 61- 65.
- Galbraith, M. W. (2003). Celebrating mentoring. *Adult Learning*, 14, 2-3.
- Lindahl, R. A., & Beach, R. H. (2009). Educational planning: Implications of the 2008 revised interstate school leadership licensure consortium standards for school leaders. *Planning and Changing*, 40(1/2), 103-119.
- St Germain, L., & Quinn, D. M. (2005). Investigation of tacit knowledge in principal leadership. *The Educational Forum*, 70, 75-90.
- Villani, S. (2006). *Mentoring and induction programs that support new principals*. Thousand Oaks, CA: Corwin Press.
- Wu, S. Y., Turban, D. B., & Cheung, Y. H. (2012). Social skill in workplace mentoring relationships. *Journal of Organizational Culture, Communications and Conflict*, 16, 61-77.

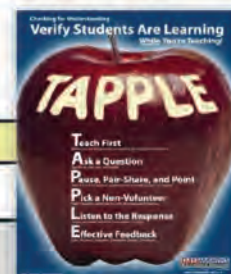
# How to Successfully Engage Students Every 47 Seconds continued...

## Effective Feedback

Standards Videos Activities Brain Research Lessons EOI table

### How to Provide Effective Feedback

- Teach whole class to 80% success.  
*Distinguish between whole-class errors and individual student errors*
- Ask questions to entire class. Differentiate response for individual students.



	Student Response	Teacher Response
1	Incorrect, but Careless	<ul style="list-style-type: none"> <li>• Ask students to explain their thinking.</li> <li>• Correct the answer and move on.</li> </ul>
2	Incorrect, Due to Lack of Knowledge of the Facts or the Process. • Differentiated Response. • Distinguish between whole-class errors and individual student errors.	Students are <b>never</b> allowed not to know the answer. <u>Individual students:</u> <ol style="list-style-type: none"> <li>1. Provide the students with <b>prompts or hints</b>. (30 seconds or less).</li> <li>2. Tell student, "Listen carefully to the next student. <i>I will come back to you.</i>"               <ul style="list-style-type: none"> <li>• Call on second student. If second student provides the correct answer, go back and re-ask the first student.</li> </ul> </li> <li>3. <b>De-escalate</b> the question for specific students. Rephrase as <b>multiple-choice</b>.</li> <li>4. Have students <b>read the answer</b>.</li> </ol> <u>Whole class:</u> <ol style="list-style-type: none"> <li>5. If 2 students in a row cannot answer correctly, <b>re-teach</b>, then go back and call on the same 2 students.</li> </ol>
3	Correct, but Hesitant	Generally occurs in the early stages of learning. <ul style="list-style-type: none"> <li>• Echo or elaborate student's answer.</li> <li>• Call on additional students.</li> </ul>
4	Correct, Quick, and Firm	Generally occurs in the later stages of initial learning or during review. <ul style="list-style-type: none"> <li>• Echo student response and move forward.</li> </ul>
5	All students successful	Fake the stick. Integrate a low-performing student as the 2nd or 3rd student.

**DataWORKS**  
Educational Research  
©2012 DataWORKS Educational Research

The process, as presented, is rigorous and initially requires teachers to embrace a new paradigm of instructional responsibility; however, once these methods are implemented, practiced, and teachers receive appropriate support, these skills become automatic. "Automaticity must be developed for new practices to be effective."

Following John's presentation, I reflected on what I had learned and how different the *Tennessean* newspaper article might have read had these practices been implemented in Nashville. It is no secret that when students take ownership of their behavior and academic practice, learning improves and is reflected in their summative assessments. I see tremendous opportunity for student engagement and achievement in the methods presented by DataWORKS' co-founder, John Hollingsworth.

For more information, contact John at:

John Hollingsworth, DataWORKS Educational Research

(800) 495-1550 phone

(800) 834-4500 fax

(559) 355-2818 cell

[john@dataworks-ed.com](mailto:john@dataworks-ed.com) email



# ZBOOM



*Available in standard  
or stand-up height.*

The latest addition to Virco's ZUMA® collection  
of collaborative learning products.



group of two or more



group of four



group of six



group of eight

For more information, call Virco today at **800-813-4150** or visit our website at [www.virco.com](http://www.virco.com).



**VIRCO** - equipment for educators™



**U.S. COMMUNITIES™**  
GOVERNMENT PURCHASING ALLIANCE



REF# 12133  
©2012 Virco Inc.

Quantum Learning enables K-12 schools and districts to develop and *sustain* a culture of student achievement that results in fewer student behavior issues, higher test scores and increased student learning.



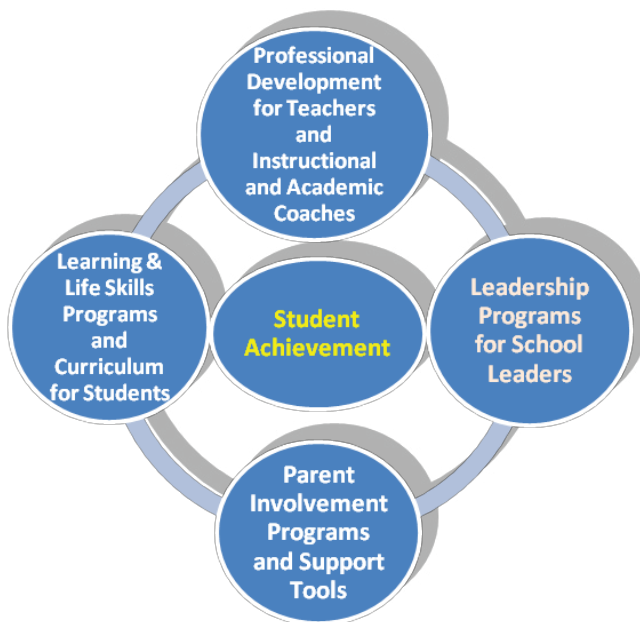
### Creating A Culture of Student Achievement to Achieve Common Core State Standards

Quantum Learning aligns teachers, administrators, parents and the community on our most important objective: student success in school and in life.

**You must achieve measurable results.**

Quantum Learning's proven **school transformation model** includes a comprehensive range of programs, instructional coaching, and curriculum that build a strong culture of collaboration and learning, and create a common language that measurably increases student engagement and success in school.

Quantum Learning provides compelling, system-wide professional development, including job-embedded, and powerful curriculum that generate **significant, sustainable improvement in student and overall school performance.**



### Why Quantum Learning?

Quantum Learning generates and sustains an acceleration in learning. This occurs when:

- Teachers who are trained effectively engage students and support thinking, meaningful discussion and relevant applications of Common Core content.
- Students are motivated, involved and take responsibility for their own learning.

*"There has been a huge shift in our school since we began implementing Quantum Learning over the past two years. Student reading and writing proficiencies have increased dramatically, and there has been an 82% reduction in teacher disciplinary referrals."*

—Randy Zimmerman, Principal

**More than "What is Common Core" presentations, Quantum Learning teaches real classroom practices that achieve CCSS results.**





**For More Information Call,**  
*Brian Hoer*  
*District manager*

Phone: 615.360.7200  
Cell: 615.944.4356  
Email: [bhoer@inter-state.com](mailto:bhoer@inter-state.com)  
[www.isspub.com](http://www.isspub.com)

# 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 # **1-800-821-7923**  
or visit us at **[www.isspub.com](http://www.isspub.com)**

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

---

**Tennessee Principals Association**  
205 Sterling Springs Drive  
Johnson City, TN 37604