

Spring 2015 Issue

TENNESSEE PRINCIPAL

JOURNAL OF THE TENNESSEE PRINCIPALS ASSOCIATION



Brian Partin

New NAESP Vice President

Inside Spring 2015 Issue:

- *“Hope on a Hill”*
- *Principal Recognitions*
- *NAESP Mentoring Program*
- *Legislative Update*



For More Information Call,
Brian Hoer
District manager

Phone: 615.360.7200
Cell: 615.944.4356
Email: bhoer@inter-state.com
www.isspub.com

TPA

Tennessee Principals Association

Executive Committee

Dr. Holly Flora
President
hflora@k12k.com

Kimbrelle Lewis
Vice-President
lewiskb@scsk12.net

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

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

Stacy Edwards
Secretary
sedwards@k12k.com

Sharon McNary
NAESP State Representative
mcnarysk@scsk12.org

Dr. Janice Tankson
Past President
tanksonjv@scsk12.org

Dr. Debra Bentley
Treasurer
bentleyd@jcschools.org

Division Directors

Vacant
WEST

Dr. Ted Murcay
MIDDLE
ted.murcay@mnps.org

Dr. Steve Barnett
EAST
barnetts@jcschools.org

NAESP Board Members

Dr. Nancy Meador
NAESP Past-President
nancyfmeador@gmail.com

Brian Partin
NAESP Zone 4 Director
bpartin@k12k.com

Special Appointments

Dr. Sam Shaw
Conference and Membership
shawsh@scsk12.org

Catherine Prentis
TPA Journal Editor
c1prentis@gmail.com

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

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

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



Volume XXV III – Spring 2015



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On the Cover



Brian Partin - Kingsport Schools, will assume the Vice President's position with the **National Association of Elementary School**

Principals in July. This puts him in line to become President in 2017. Read more about Brian and other Tennessee principals who have been selected to national and state offices and honors starting on page 10.

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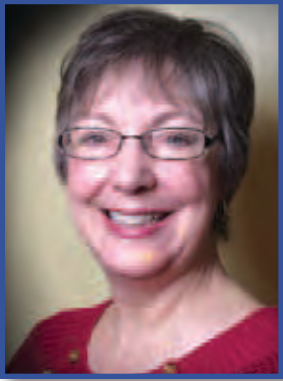
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Editor's Page



Catherine Prentis

Principal, Retired from MNPS

Email: c1prentis@gmail.com

Dear Friends:

Another school year completed and in the record books! Can you believe it? Well, I know you were busy and I can verify that by the number of celebrities we have in our state. Please check out our cover and page 10 for the beginning of articles on a few of our folks who received national and state recognition.

We recognize principals for being elected NAESP vice president, serving on the statewide committee on assessment, receiving recognition as a National Distinguished Principal from our state, getting an appointment to the NAESP board of directors and earning the status of principal mentor. One lucky principal was selected to help build a school in the Dominican Republic. We also thank those who won state TPA elections.

We are so proud of all of you for your efforts. You have stepped outside of your schools to help get out the message that education is important. Every time a principal spreads this truth to a wider audience, the status of the profession is enhanced. It is also one small way that we can encourage bright, young educators to consider school leadership. Thank you for going the extra mile.

Don't overlook some great research and opinion pieces in this issue that might just be what you need to motivate yourself and your staff in the coming year.

Our Tennessee Principal is a proven recruitment piece that our members can use to let fellow principal know what TPA has to offer. If you need extra copies for districtwide meetings or just to pass on to a friend or a new principal, please contact our Executive Director, Dr. Ernie Bentley. You can also find an electronic copy on our website.

And if you have something to share with your fellow principals across the state, please contact me at the email address above. I am looking for information that can help all of us stay informed and connected.

I hope you are planning to attend the NAESP conference in Long Beach, California in July and the TPA state conference in December in Cool Springs (that's middle Tennessee this year). To receive high quality professional development and to network with your fellow principals nationally and statewide are golden opportunities that should not be passed up. You can register online now for NAESP and very soon for TPA. Remember that retired principals also have a place in the national and state organizations.

Just remember to breathe this summer—August will be here before you can blink!

Find Us On The Web At www.tnprinassoc.org

President's Message



Dr. Holly Flora

President, Tennessee Principals Association
hflora@k12.com

Dear Tennessee Principals:

As we begin the preparations to close out the 2014-2015 school year, it is a time for reflection. This year's Tennessee Principals Association theme has been Leveraging Principal Leadership. How have we grown as leaders this year? How have we supported teachers to be their best? How have we advocated for students in order to change their lives for the better?

A key theme that continues to be revealed in educational research and within the personal testimonies of our TPA members is the importance of collaboration. Leveraging principal leadership cannot happen in isolation. TPA members continue to share their appreciation for the professional support and networking opportunities that being a part of the Tennessee Principals Association provides.

Our association exists and thrives only because of our collaborative work. Tennessee principals continue to take a stand and become involved in the association in an effort to serve one another as we continue to grow.

Thank you to Sharon McNary and Kim Headrick for their willingness to serve Tennessee principals by agreeing to run for the position of NAESP State Representative. Thank you also to Dr. Marsh McGill and Alisha Hinton for their candidacy for TPA Vice President. Thanks to all of you who took the time to vote in our recent election.

Please make plans to join TPA members in Long Beach California for the NAESP annual conference! As we end one school year and make preparations for the next, take time to rejuvenate through professional learning and growth with fellow TPA principals and principals across the nation as we continue to leverage principal leadership to best support students!

Sincerely,
Holly Flora

Tennessee Principals Association dedicated Legislative Team in Washington

Executive Director, Dr. Ernie Bentley; NAESP State Representative, Sharon McNary; TPA President, Dr. Holly Flora; US Senator, Lamar Alexander; NAESP Past President, Dr. Nancy Meador; US Senator, Bob Corker; TPA Vice-President, Dr. Anne-Marie Gleason; and newly-elected NAESP Vice-President, Brian Partin.



Mentoring the Next Generation of School Leaders

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

This article is Part I of a two part series. Dr. Nancy Flatt Meador, NAESP Past President and retired principal, is currently mentoring Eric Hartfelder, Kindergarten teacher in Metro Nashville Public Schools. Eric is pursuing the dream to become a school administrator. Stepping out of the classroom and into the role of a school administrator, this is how the journey begins . . .

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

The National Association of Elementary School Principals (NAESP) has a National Mentor Training and Certification Program which is designed to engage retired and experienced principals to give back to their profession by supporting new, aspiring, and experienced principals through mentoring.

The National Mentor Training and Certification Program has two components:

- Leadership Immersion Institute Mentor Training
- National Principal Certification Internship

The Leadership Immersion Institute Mentor Training is provided at various sites around the country by NAESP. This 2 ½ day event teaches principals and other administrators how to integrate best practices in mentoring and adult learning with participants' experiences. Participants can receive 15 credits/units for participation.

National Principal Mentor Certification Internship is optional for participants upon completing the Leadership Immersion Institute. Principals who choose the optional certification are required to work with a protégé over a nine month period. A trained coach is assigned to work with the mentor/intern. Principals who complete both the institute and the internship are awarded national certification as a mentor.

The mentor program connects leadership standards from NAESP's landmark document, Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do (2nd Edition) and NAESP Mentor Competencies. This information can be found on the NAESP website: www.naesp.org and summer locations on page 9.

Getting Started

Upon completion of the Leadership Immersion Institute, it was time to identify a protégé that wanted to work with a veteran principal. Eric Hartfelder, an aspiring school leader, expressed an interest in working together.

Eric was in the process of making application to become an administrator in the Metropolitan Nashville Public School System (MNPS). This process consists of four phases after the initial application was made. The first two phases focus on written expression, analyzing case studies, and evaluating an on-line lesson on video. Eric had completed Phases I and II when we started working together as mentor-protégé.

Phase III of the administrative application process in MNPS, would require three in-person interviews with District leaders. In preparation for the interviews, the mentor-protégé conversations focused on proper interview skills and eloquently and distinctly answering potential questions.

At the conclusion of Phase III, we met to reflect on what was discussed and the relevancy with regards to preparation. During the following week, Eric received confirmation that he had proceeded to Phase IV, and was admitted into the pool of assistant principal applicants.

Phase IV consisted of interviewing with individual principals. To prepare for meeting with a principal, mentor and protégé conducted a mock interview. School data and achievement levels along with relevant materials to bring to the meeting were discussed.

Principals with openings were given the list of potential AP candidates. Eric was contacted to interview at an elementary school. Following the interview, mentor and protégé met again to reflect on the actual interview and potential follow-up conversations.

Eric has recently received notice that he was selected as an assistant principal for the 2015-2016 school year. His journey as an educational leader will officially begin on July 1.

Working together as mentor-protégé, the upcoming weeks and months will focus on supporting the principal he will be working with, building school culture, developing relationships with teachers and staff, and planning and conducting professional development.

Continued....Page 8

NAESP Mentor Program

Working Together

When Eric Hartfelder and I met for our first mentor-protégé meeting, two critical questions were addressed on the front end that set the stage for future philosophical conversations. The questions and Eric's responses are shared below:

1. Why do you want to become an administrator?

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

2. What are your expectations of a mentor?

Eric: My expectations of a mentor are openness and honesty. I want my mentor to share with me what is in my best interest as we move forward. I want to be able to fully express my thoughts and feelings in a non-threatening environment. I

believe that through openness and honesty real growth can occur.

Mentor-Protégé Journey Ahead

Over the course of the next several months, many changes will occur for Eric Hartfelder as he steps out of the role of classroom teacher into the role of an assistant principal. Basically, his professional life is about to change.

In Part II of the next article, Eric will share his journey as new assistant principal. This will include successes and challenges and how the mentor-protégé relationship and interactions supported his efforts in his new role. We look forward to the road ahead and the exciting growth and change that is expected to take place.

And so . . . the journey begins . . . !

Nancy & Eric



Dr. Nancy Flatt Meador
Past President, NAESP
nancyfmeador@gmail.com



Eric Hartfelder
Aspiring Administrator
eric.hartfelder@mnps.org



National Association of Elementary School Principals
1904 Association Drive
Reston, VA 20191

NAESP MENTOR PROGRAM INFORMATION

- Two Summer Sessions -

Huntsville, Alabama

June 23-24, 2015

Meeting Location: Alabama A & M University
Carver Complex North, Room 213 4900 Meridan Street
Huntsville, AL 35811

Schedule:

Tuesday, June 23, 2015:	8:00 a.m. – 4:30 p.m.
Wednesday, June 24, 2015:	8:00 a.m. – 4:30 p.m.

Long Beach, California

June 27-June 29, 2015

Meeting Location: The Westin
Long Beach 333 East Ocean Blvd.
Long Beach, CA 90802

Schedule:

Saturday, June 27, 2015	12:30 a.m. – 4:30 p.m.
Sunday, June 28, 2015	8:30 a.m. – 4:30 p.m.
Monday, June 29, 2015	8:30 a.m. – 4:30 p.m.

- ☐ Approximately 2-3 weeks prior to the workshop you will receive a letter and books to review in order to prepare for the session.
If you have any questions, please contact Nancy Sharbel at nsharbel@naesp.org or Carol Riley at criley@naesp.org.
Phone 1-800-386-2377, Ext. 255 or 271.

Tennessee Principals Recognized

Kingsport City Schools Brian K. Partin Elected Vice President Of NAESP



Brian K. Partin, principal of Thomas Jefferson Elementary School, was recently elected to the Board of Directors of the National Association of Elementary School Principals (NAESP). Gail Connelly, NAESP's executive director, announced the results from the Association's headquarters in Alexandria, VA.

"We are proud and excited that Mr. Partin will be able to share

his knowledge and experience regarding effective school leadership at the national level," said KCS Superintendent Dr. Lyle Ailshie. "His passion for innovative and dedicated leadership is evidenced daily at Jefferson Elementary, and I'm pleased he will be able to assist in the development of other school leaders as they support students not only just across Kingsport and Tennessee, but all across the United States."

Partin begins his one-year term as vice president on July 1, 2015. He will transition into the office of president-elect on July 1, 2016, and become president on July 1, 2017.

"I am committed to continue strengthening our relationships with school administrators at all levels in order to leverage principal leadership," said Partin. "I believe this can be achieved by elevating the influence of principals and by keeping principals at the center of decisions that impact the success of their school communities."

Partin has been a member of NAESP since 2003, serving on the Bylaws Review Committee from 2012 to 2013. He has also been a member of the Tennessee Principals Association since 2003, serving as president from 2009 to 2011.

Before becoming principal of Thomas Jefferson Elementary in 2006, Partin was principal of Crieve Hall Elementary and assistant principal of Andrew Jackson Elementary both located in Nashville.



National and State Appointments

Kimbrelle Barbosa Lewis, principal of Cordova Elementary School, to serve on NAESP's Board of Directors.



Kimbrelle Barbosa Lewis, principal of Cordova Elementary School in Cordova, Tennessee, was recently appointed to the Board of Directors of the National Association of Elementary School Principals (NAESP). Gail Connelly, NAESP's executive director, announced the decision from the Association's headquarters.

Lewis begins her three-year term as director at large, minority level, on July 1, 2015. She will be tasked with representing minority principals and principals of schools that serve minority communities.

"Minority Principals must address the unique needs of impoverished populations while also being able to address the cultural needs and significance of diverse groups within their schools and cities," said Lewis. "As a school administrator, I have worked within schools that resided in the most impoverished inner city zip codes, within the highest income brackets, and within a school (currently) with students from dozens and dozens of countries."

Lewis has been a member of NAESP since 2006. She is also a member of the Tennessee Principals Association, and has served as its vice president since 2014.

Lewis has been principal of Cordova Elementary School since 2014. She has also served as principal of Raleigh-Bartlett Meadows Elementary School, and as assistant principal at Richland Elementary School.

Lewis has an Ed.S. in administration and supervision and an MEd in curriculum and instruction from Union University. She earned her B.A. from Rhodes College.

Dear Tennessee Principals

Wow, words cannot even begin to express my sincere appreciation to TPA members and the TPA Executive Board for your support in making this dream a reality! This could not have happened without the support of our members, so from the bottom of my heart, I want to thank all of you! I am truly honored and humbled to have been given this opportunity to serve our profession!

As I mentioned in my speech in February, I know first-hand how early intervention, parental support, and appropriately funded special education can provide an equitable educational experience for our special needs children. As a member of the NAESP Board of Directors, it is my hope to continue to advocate for our principals and schools so EVERY child is given the best opportunity to succeed! Principals need to feel supported and trusted to make decisions that are in the best of interest of their schools. Decisions that are best made by the school leader who is serving in the school on a daily basis.

Through my service on both the TPA and NAESP Board of Directors, I have learned the value of collaboration and the importance of having a collective voice. Now, more than ever, it is imperative that our nation's principals join together as a unified force. In order to continue to meet the demands of the communities we serve, principals need to know that their professional organization is a strong, powerful advocate for them as they serve on the frontline of America's schools.

J.K. Rowling stated, "We are only as strong as we are united, as weak as we are divided." In order to reach the unity needed in our profession, it is imperative that our nation's principals work together for the betterment of the profession and our schools. Because of the opportunity I have been given to serve as NAESP Vice President, I am committed to continue leveraging principal leadership through intentional collaboration and advocacy efforts that promote the principalship. Thank you again for this opportunity to serve our profession!

—Brian Partin

Tennessee Principals Recognized.... continued

Commissioner McQueen Announces Special Task Force on Student Testing and Assessment

Education Commissioner Candice McQueen formed a special Tennessee Task Force on Student Testing and Assessment to study and identify best practices in testing at the school level and how those assessments align with required state tests.

“We have heard some concerns that there is ‘too much testing’ taking place. So as education leaders and stakeholders, it’s important that we clearly understand current testing policies and practices at both the state and local levels,” McQueen said. “Proper assessment tools are vital in making sure we are supporting our schools, teachers, parents, and students with clear information about what students are learning and mastering. We want to highlight those districts that are finding the right approach and balance on this important topic, and to identify any areas for discussion and improvement.”

The new task force includes a broad spectrum of education leaders, teachers, and stakeholders. The first meeting of the task force will convene in late March, and will focus on the results of a district assessment survey.

Sharon McNary, principal Richland Elementary School in Memphis, is among the members of this task force. McNary was also recently re-elected to the position of NAESP state representative and is a past president of TPA.

The task force will issue a report on its findings this summer.

Other notable selections of Tennessee Principals include:

Dr. Janice Tankson, Principal of Levi Elementary School, Memphis, served this year on the NAESP nominating committee.

Dr. Marsha McGill, Principal of Glenview Elementary School, Nashville, was elected TPA Vice-President in our spring elections.

Dr. Anne-Marie Gleason, Principal of Harpeth Valley Elementary School, Nashville, moves into the position of TPA president for 2015-16.



Sharon McNary
Richland Elementary
School, Memphis



Dr. Marsha McGill
Glenview Elementary
School, Nashville



Dr. Janice Tankson
Levi Elementary School,
Memphis



Dr. Anne-Marie Gleason
Harpeth Valley
Elementary, Nashville

Steve Barnett Named NPD From Tennessee



Dr. Steve Barnett
barnett@jcschools.org

It was such an honor to represent the principals from the Great State of Tennessee in Washington, DC as your National Distinguished Principal for 2014.

The trip to Washington on October 16 and 17 to receive the National Distinguished Principal award with principals from the other 50 states

and two international schools was an amazing experience. It was so easy to speak about students, teachers, support staff, and parents I truly believe in and enjoy working with each day.

A highlight of the trip was the opportunity to share best practices and to talk about the great job being done by the teachers, principals, central office staff members, state department personnel, parents, and staff members in Tennessee. Tennessee is definitely being noticed by educators in other parts of the country. The Thursday night reception hosted by the United States Department of State, and the black-tie awards dinner and dance with my wife, Kristin, on Friday night was a great experience! Seeing and hearing principals from all 50 states ringing their award bell in honor of children moved many to tears.

It was affirming to hear the principals from all over America talk about their challenges and rewards of the position of principal. I never take my position for granted and treasure the opportunity to be a positive influence in the lives of thousands of children we work with during our careers. Each of us accepts the substantial responsibility of leading teachers and staff in our schools who love teaching and caring for the whole child. We strive to ensure that each student receives what he or she needs to successfully learn academic skills and character traits that will help them persevere in life when it is challenging.

As principal of Towne Acres Elementary School, in Johnson City the staff and I have worked to develop a culture of honest reflection and sharing of the data we receive from the system-wide benchmarks. Each teacher is required to review the data for their students and prepare a document that includes the perceived strengths and areas for improvement. The teachers turn this information into me and bring it with them to a grade-level assessment meeting where the assessment data is shared and discussed as a team. Best practices are reviewed, and plans for improvement are developed for individual students. Teachers also review data from other schools in our system and contact teachers to visit and seek out instructional methods that could benefit the students at Towne Acres.



Steve and Mark White
President of NAESP.

Over time, the results of our transparent review of data and collaboration have been an increased awareness of best practices and a sharing of ideas that have helped improve instructional practices and higher levels of student achievement on the state mandated summative assessment. Data is used to develop our plan for supporting struggling learners that includes the use of academic tutors who support students who need to develop skills. We also use student assess-

ment data to determine the schedule for our 3 part-time assistants and office staff who spend part of their day providing instructional support in classrooms. During the year 2012-2013 Towne Acres earned the honor of being named one of only eleven schools in the state of Tennessee to be recognized as a Reward School for achievement and growth in student learning from one grade to the next.



Steve and Kristin Barnett enjoying the awards gala in Washington, D. C.

Hope On a Hill

Stacy Edwards
Andrew Johnson
Elementary
sedwards@k12k.com

Think back to your childhood. Do you remember what types of things you were doing when you were eight years old? As you reflected, school experiences were probably included in your recollections. Unfortunately, for many children in the Dominican Republic, school will not be part of their childhood experience.

Children as young as eight years old are often working in the fields to help support their family instead of attending school; however, Lifetouch is partnering with many organizations such as AASA (American Association of School Administrators), NASSP (National Association of Secondary School Principals), National PTA, and the NAESP (National Association of Elementary School Principals) Foundation to change that reality for children in the agricultural village of Constanza.



The Cecaini School is a beautiful building that stands in the heart of Constanza.

It all began in the year 2000 when a pastor in the village went to his congregation with a vision: He wanted a school for the poverty stricken area. At the time, the only school was severely overcrowded. A new school, the pastor said, would make it possible for every child to get an education. In November of 2011, that vision became a reality as Lifetouch employees worked alongside representatives from the partnering organizations to build the first floor of Cecaini School which accommodated 200 students. Since that time, a second floor has been added to the original building and a two story vocational school has been constructed. The school now serves over 400 students.

It was my great honor to represent NAESP on the 2015 Lifetouch Memory Mission Trip and assist in constructing the second floor of the vocational school. As school leaders, we are motivated by making a difference and changing lives for the better. At our core, this is what drives us to do the often difficult work that we do. While on this trip I was reminded of three necessary actions that lead to life-changing experiences for our students and ourselves...service, hope, and gratitude.

As I was preparing for the trip, I challenged all of the students in my district to help with purchasing supplies for the Cecaini School by bringing in spare change. We named the service project *Coins for Constanza*.



Despite these conditions of extreme poverty, the students were happy and grateful to be at school.

2015 Lifetouch Memory Mission Trip



It was my great honor to assist in constructing the second floor of the vocational school.

This simple act of service excited and motivated students throughout our community. They cleaned out couch cushions, car consoles, and piggy banks because they wanted to help build a school in another part of the world. In just seven days, our students raised nearly seven thousand dollars!

While in the Dominican, the power of technology allowed me to talk via live feed with my students in Tennessee. This experience allowed them to see and connect, in real time, with those that would benefit from their act of service.



As school leaders, we are motivated by making a difference and changing lives for the better.



While in the Dominican, the power of technology allowed me to talk via live feed with my students in Tennessee.

The Cecaini School is a beautiful building that stands in the heart of Constanza. It is often referred to as a beacon of hope. Before I arrived in the Dominican, I also referred to the school as “hope on a hill” in an interview with local media. One of my key learnings was that the Cecaini School itself does not bring hope to the children of the community. It is just a building made of brick and mortar. Buildings do not bring hope...people bring hope. Hope is born when the children of Constanza see strangers from another country working alongside adults from their community to build their school. Hope is born when the children of Constanza ride on the shoulders of their new found, foreign friends as they walk through the village together. Hope is born when Lifetouch photographers hand out pictures to each child in the school. For some, it is the first time they have seen a picture of themselves. Hope is born during recess when balls are pitched, jump ropes are turned, and Frisbees are tossed. Hope is born when people from all over North America leave their comfort zone and come together around a common goal. All of these examples, have the common element of people giving their time. I believe the same is true for us in our daily work. It is the act of investing ourselves in others that will inspire hope.

Each morning as the children showed up for school, they had an attitude of gratitude. Maybe they walked two miles to get to school. Maybe they got ready for school in a home with a leaky roof, a dirt floor, and no in-door plumbing. Maybe they didn't know when they would eat their next meal. Despite these conditions of extreme poverty, these students were happy and grateful to be at school. I have used this model of gratitude in spite of difficult circumstances to challenge myself and my students to monitor our complaints and gripes. Helping our students gain a global awareness may make them think twice before complaining that they have to attend a multi-dollar facility that is well equipped with supplies and a highly trained staff. The act of shifting from a “have to” mind-set to a “get to” mind set can be life changing for all of us.

Hope On a Hill ...continued



Hope is born when Lifetouch photographers hand out pictures to each child in the school. For some, it is the first time they have seen a picture of themselves.



The Lifetouch Memory Mission was a life-changing experience for me. The experience has made me a better principal because it reminded me that giving my students opportunities to serve others, inspire hope, and practice gratitude will change their lives and the lives of those around them for the better. While it is true that these indicators will not be measured on TCAP, I subscribe to the same school of thought at Marian Wright Edelman who said, "Education is for improving the lives of others and for leaving your community and world better than you found it."



The photographs for this article were furnished by Lifetouch photography.



Legislative Update

Dr. Jared T. Bigham
Director of College & Career Readiness
TN SCORE
jared@tnscore.org

It was a fast and furious legislative session, especially in the Senate and House Education Committees, which ended their business and will hear no more legislation this year. There were several bills that received a great deal of attention from many stakeholder organizations, but in the end, only a few bills made it out of committee.

The education bill that has garnered the most attention is SB1163/HB1035. As amended, this bill creates a review process for Tennessee's State Standards that includes public comment collected online, committees of educators to review the comments, and creation of a new Recommendation Committee, appointed by the governor and speakers of the Senate and House, to make recommendations on standards to the State Board of Education. Each member of this Recommendation Committee will also be subject to legislative confirmation by the House and Senate. The standards that are approved by the State Board of Education at the end of the review process will be implemented the 2017-2018 school year.

Most Education Bills of Note Were Set Aside for This Year...

Most of the high interest bills did not advance in the Tennessee General Assembly by the end of the session. The legislation included bills and resolutions that proposed to:

- Allow school boards to pick and implement their own "inferior" academic standards. The bill was taken off notice. (SB1194/HB1267)
- Permit parents to exempt their students from assessment. The bill was taken off notice. (SB1298/HB1268)
- Reinstate elections for school superintendents and directors. The bill failed to pass out of the Senate Education Committee on Wednesday and was taken off notice in the House. (SB391/HB907)
- Commend parent activists for their opposition to Tennessee's State Standards. The resolution failed in the House Education Instruction & Programs Subcommittee on Wednesday. (HJR74)
- Repeal Tennessee's State Standards for English language arts and math and force schools to go back to the state's previous academic standards. (SB1193/HB1348) Failed in House Education Instruction & Programs Subcommittee on March 25, assigned to General Subcommittee by the Senate Education Committee.
- Delay yet again an assessment aligned with Tennessee's State Standards. Deferred until 2016 in House Education Instruction and Programs Subcommittee, assigned to General Subcommittee by the Senate Education Committee. (SB803/HB1264)
- Eliminate any standardized assessment in K-2. Taken off notice in the House Education Instruction & Programs Subcommittee, assigned to General Subcommittee by the Senate Education Committee. (SB671/HB983)

With the final gavel now dropped and no major changes for the upcoming 2015-2016 school year, educators can prepare for the first administration of the TNReady assessment.



TPA is active on the state and nation levels. Pictured at left are: Sharon McNary, Ann-Marie Gleason, Ernie Bentley, Holly Flora, Brian Partin and Nancy Meador, representing our state to lawmakers on **Tennessee Tuesday**.



KNOW WHAT'S NEXT! Attend the 2015 NAESP – Best Practices for Better Schools™ Conference.

The conference designed for educators on the front lines—teachers, superintendents, counselors, district and state administrators, and especially principals—who have a huge impact on student success.

STEP INTO THIS YEAR'S CONFERENCE AND EXPERIENCE THE FUTURE OF EDUCATION.

To be a top-performing principal, you must be aware not only of what's happening now, but what's coming in the future. At the NAESP conference, you'll discover both.

As your professional association, NAESP is devoted to learning during the summer. We've made this annual conference the premier gathering place and resource for elementary school leaders, so you can take yourself—and your school—to the next level.

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Online and Distance Learning in Southwest Tennessee: Implications and Challenges

The study findings may help district leaders in the Southwest Tennessee Rural Education Cooperative (SWTREC) and other rural areas plan strategically for using online and distance learning courses to meet their students' education needs

Members of the Southwest Tennessee Rural Education Cooperative (SWTREC), a coalition of superintendents from 12 districts (half of which are rural) surrounding Memphis, meet regularly to discuss challenges and collaborate on initiatives to improve students' college and career readiness. One area of concern is ensuring that students have access to courses that will prepare them for work or study following graduation. To offer opportunities not otherwise available to students due to staff limitations, scheduling constraints, and distance from higher education institutions, rural schools such as those in the SWTREC districts often use online courses (courses delivered primarily through the Internet using asynchronous instruction) or distance learning courses (courses delivered through audio, video, Internet, or other technology using primarily synchronous instruction originating from a location different from that of the students).

SWTREC members wanted to understand one another's online and distance learning offerings and to share resources across schools. By gauging the supply and demand for online and distance learning courses across SWTREC regions, SWTREC members could share courses across multiple partner districts. For example, rather than a district's paying for a world languages teacher to offer a course in a single school, the course could be shared with other districts through a distance learning platform.

This report presents findings on the extent of online and distance learning offerings in 2012/13 in SWTREC district high schools. Data for the study were collected through an online questionnaire administered by SWTREC districts in April 2013 and completed by one person from each participating school. District superintendents selected respondents based on their knowledge of online and distance learning offerings. Of the 21 high schools in SWTREC districts, 17 responded to the survey.

The following are the study's key findings:

- More than 80 percent of responding schools used online or distance learning courses in 2012/13.
- Of the 17 responding schools, 7 used both online and distance learning courses, 6 used online courses only, 1 used distance learning courses only, and 3 offered neither.
- Online courses were used more and had higher enrollments than distance learning courses.
- Schools that used online or distance learning did so primarily to offer dual enrollment, enabling students to enroll in a college or university and earn college credit while also enrolled in high school.

- Eighty-five percent of schools that offered online courses identified providing an opportunity for students to accelerate credit accumulation as a "very important" reason for offering the courses.

These findings may help SWTREC district leaders plan strategically for using online and distance learning courses to meet their students' education needs. Moreover, while limited to southwest Tennessee, the report also contributes to the limited research base on online and distance learning courses in rural school districts and could be useful to a wider audience interested in the opportunities and challenges of implementing online and distance learning courses.

REL 2015-045 The National Center for Education Evaluation and Regional Assistance (NCEE) conducts unbiased large-scale evaluations of education programs and practices supported by federal funds; provides research-based technical assistance to educators and policy-makers; and supports the synthesis and the widespread dissemination of the results of research and evaluation throughout the United States. November 2014 This report was prepared for the Institute of Education Sciences (IES) under Contract ED-IES-12-C-0005 by Regional Educational Laboratory Appalachia administered by CNA.

Established in 2010, the SWTREC is a coalition of 12 school districts surrounding metropolitan Memphis: **Chester, Decatur, Fayette, Hardeman, Hardin, Haywood, Henderson, Lauderdale, Lexington, Madison, McNairy, and Tipton.** SWTREC members are superintendents from the constituent districts who meet monthly to improve academic achievement in the region's school districts, raise the region's level of educational attainment, and foster economic growth. Most SWTREC districts, classified as either "rural" or "distant town" within the urban-centric locale code system, are far from urbanized areas. About 60 percent of students across the SWTREC districts are eligible for free or reduced-price lunch (an indicator that the students are from low-income households).

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Online and distance learning in southwest Tennessee: Implementation and challenges (REL 2015-045). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

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Commentary on Great Principals

Here's why great principals matter

By Laura Devaney, Managing Editor, @eSN_Laura

More than half (55 percent) of teachers with helpful principals said they have high instances of cooperation or collaboration among the building staff. Just 20 percent of teachers reporting principals who offered little or no help felt the same.

Schools in which principals implemented positive behavioral interventions and support sent 56 percent fewer students to the office—2.5 per day compared to 5.7 per day.

When it comes to achievement, effective principals account for 25 percent of a school's impact on student performance gains. Teachers account for 33 percent, and studies show that teachers are more effective when they feel supported by their leaders.

In fact, one Texas study revealed that having an effective school principal was equivalent to anywhere between 2-7 months of additional learning per year.

High-achieving schools are 50 percent more likely to have the same principal for six or more years. Research predicts that there will be a 10 percent projected demand increase for principals over 10 years, with 89,700 job openings by 2020.

Almost three-quarters of school superintendents say they have experienced at least some shortage of qualified principal candidates. Sometimes, fewer than half of applicants for vacancies meet the minimum interview criteria, and of all those hired, just 1 in 5 meet all expectations.

Recent reports and studies have pinpointed strategies for helping principals succeed—which, in turn, can result in empowered teachers and increased student achievement.

Matching principals' skills with schools' specific needs, giving principals the autonomy to lead schools while still supporting them with district leadership, considering principal evaluation systems, and striving to give school leaders the resources they need to effect change are four recommendations from a 2013 RAND Corporation report.

And in February, the Wallace Foundation announced a \$24 million, five-year project intended to fund increased training and support for principal supervisors in six large urban districts. The project is accompanied by a parallel \$2.5 million study that aims to discover if and how giving principal supervisors additional support will create more effective school leaders.

5 Reasons Your Employees Probably Hate You

Mark Sanborn

President of Sanborn & Associates Inc. https://twitter.com/Mark_Sanborn

Many years ago I worked for a company whose CEO was a stickler for how many hours employees worked. He made a point to note who came early and who stayed late. He considered anyone who didn't a slacker. As far as I know, nobody ever told him how short-sighted his approach was. Instead of rewarding results, he rewarded butt-in-chair time. Instead of focusing on output, he focused on input. Most hated the practice, but nobody told him. How many of your behaviors drive your employees silently crazy that you don't know about? Here are five leadership missteps to look out for:

1. You reward the wrong things.

What gets rewarded gets done. It is such a familiar axiom of management that it is nearly cliché. It is, however, completely true. Where you focus your attention focuses your employees' attention. What you notice, note and reward will get done more frequently. Identify and focus on the results that matter. And don't be like the executive above who confused activity with accomplishment.

2. You don't listen.

Even if your employees told you about a qualm of theirs, you might not really hear them. It is too easy to be distracted and pre-occupied.

Becoming a better listener is actually quite easy. When an employee is in your workspace to talk, turn off your email alerts, close your door and let your monitor go into sleep mode. Give your undivided attention to the person in front of you. They will feel you value them, and you'll likely increase the quality and speed of the interaction.

3. You don't notice what your employees are doing.

Brittney was a financial manager at a client firm. She was bubbly and outgoing. She also had the ability to draw attention to her "contributions," though many weren't that significant. Employees hated her self-aggrandizement. But they also disliked that management noted Brittney's efforts because they were easily observed. Leaders didn't pay attention to the good and often better work others were doing. Great work is often done backstage, out of the spotlight. The glitter of self-promotion doesn't blind great entrepreneurs. They seek out those people doing good work and make it a point to notice. Pay attention to people who do good work and let them know. And don't get suckered by people who are better at promoting themselves than producing results.

4. Your attitude sucks.

Bill is an entrepreneur who constantly complains about how terrible his employees are at delivering customer service. He berates and belittles even their best efforts. And yet he's puzzled why those same employees treat customers poorly. The irony escapes him. Attitudes are contagious. Mirror neurons pick up on and are affected by the

...gathered from various sources

moods of those around us. Leaders are especially powerful in influencing the mood of those on their team.

Don't expect others to be more upbeat than you or treat customers better than you treat them. There are a few entrepreneurs who might have dodged this bullet, but not enough to be statistically significant. Your attitude is contagious, so pay attention to how you act at work each day.

5. You can't keep your mouth shut.

A young entrepreneur we will call Bob loved to share insider information about others. At one after-work beer session, he shared something HR told him confidentially about a coworker who was not at the gathering. It was less than flattering and was instantly off-

putting to those in the group. The employee, a valued and productive member of the team, learned of the betrayal of confidence and was outraged. She left the company soon after.

Don't think that trust can be effectively compartmentalized. If you're known to be untrustworthy in your personal life, few will trust you in your professional dealings. If people don't trust you, they will follow, but out of compliance instead of commitment.

No one is a mind-reader. If you want to find out why your team is dissatisfied to be a better leader, work on building trust and being equally open to both good and bad news. Ask them what they really think. And most importantly: listen.

2 Top Things Teachers Want from Principals

by Larry Fliegelman

In early 2012, I wrote a blog post called "7 Top Things Teachers Want From Their Principal" (published on Principal's POV <http://principalspov.blogspot.com/2012/01/7-top-things-teachers-want-from-their.html> and on Connected Principals <http://connectedprincipals.com/archives/5262>). This is an update:

At the first faculty meeting in August 2011, I asked every staff member to answer, on a note card, the question, "What do you need from your principal?" I grouped the responses into seven categories:

1. Practical support
2. Technology
3. Special Education
4. Teacher Support
5. Feedback/Availability
6. Communication
7. Miscellaneous Leadership Qualities

I have repeated the note card activity with the full staff each year since. In subsequent years, I altered the question slightly to "What do you need from the principal improve student learning?" This was a subtle change away from some very practical needs and toward our primary mission of ensuring student learning. The answers changed with the changing question and the changing years. However, as you read this list of the major categories from the last several years, the pattern will be apparent.

2012

1. behavior
2. communication
3. teamwork
4. visibility
5. scheduling

2013

1. clarity
2. feedback

2014

1. feedback
2. consistency
3. communication (2-way)

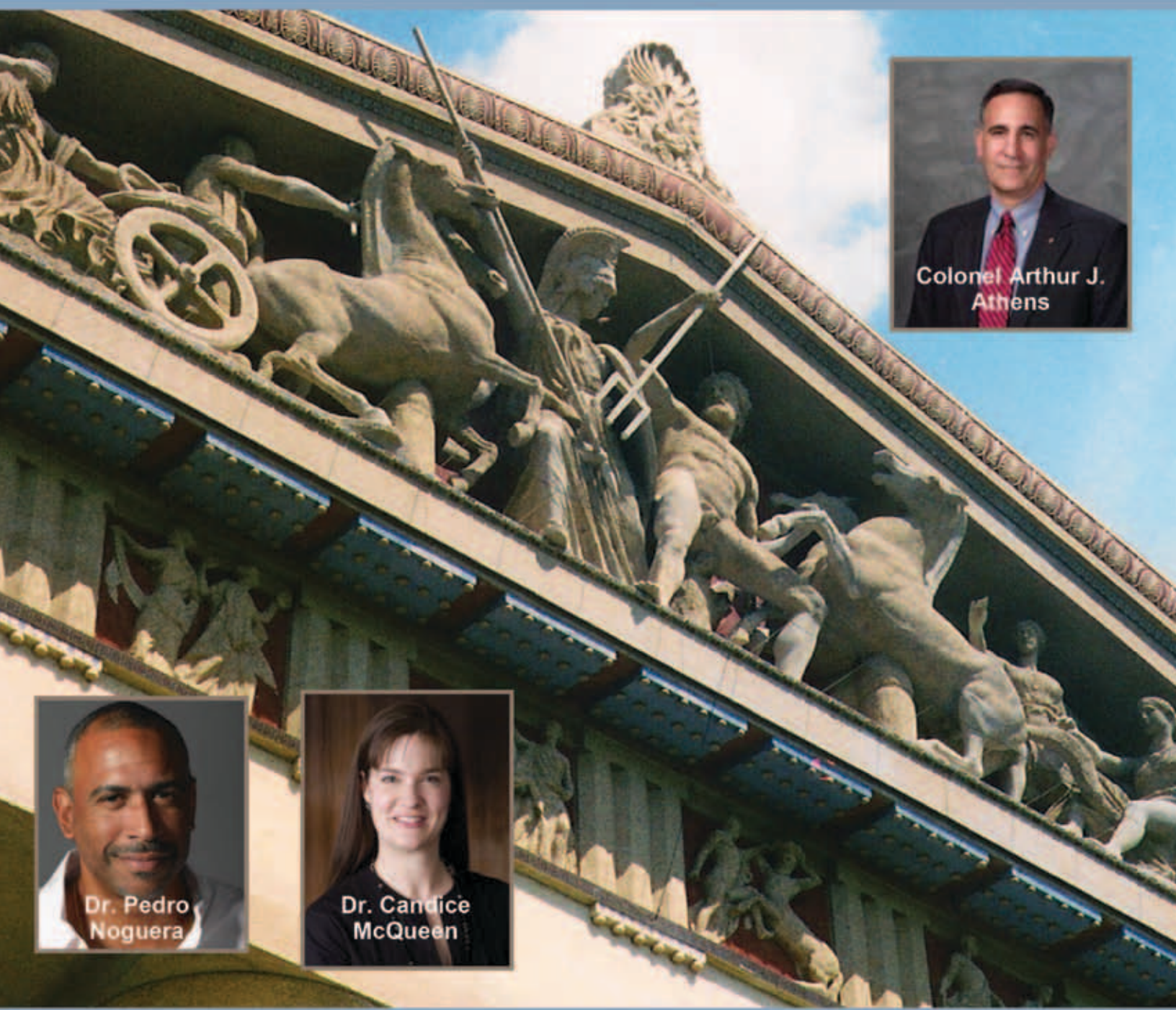
Whoa! Did you see that? Over the years, the staff at my school have narrowed their annual feedback to me from seven categories to three. Furthermore, the combo of communication and feedback appears every year (in the years when the exact words did not show up, it is an easy argument that communication and feedback are intimately linked to the ideas that were featured).

Now, you have to understand that I am a little slow. I mean, you'd think that with all of the books on leadership and several years on the job, I would already know that two-way communication/feedback is vital to a smooth running, high performing school. Then again, if it were that easy there wouldn't be so many books (and workshops, seminars, blog posts, webinars, mentoring sessions, and more devoted to the topic).

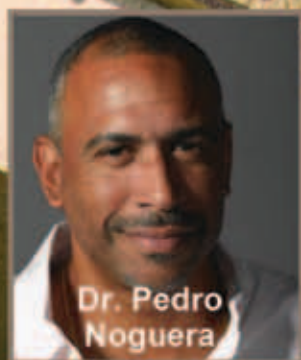
So, here I am, with incontrovertible proof that what teachers really want from their principal is feedback and good communication.

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Teachers More Likely to Use Ineffective Instruction When Teaching Students with Mathematics Difficulties

Contact: Tony Pals, tpals@aera.net office: (202) 238-3235 cell: (202) 288-9333 Bridget Jameson, bjameson@aera.net

First-grade teachers in the United States may need to change their instructional practices if they are to raise the mathematics achievement of students with mathematics difficulties (MD), according to new research published online today in *Educational Evaluation and Policy Analysis*, a peer-reviewed journal of the American Educational Research Association.

“Which Instructional Practices Most Help First-Grade Students with and without Mathematics Difficulties?” by Paul L. Morgan of Pennsylvania State University, George Farkas of the University of California, Irvine, and Steve Maczuga of Pennsylvania State University, examined nationally representative groups of first-grade students with and without MD to determine the relationship between the instructional practices used by teachers and the mathematics achievement of their students.

The study, funded by the U.S. Department of Education and the National Institutes of Health, found that first-grade teachers in classrooms with higher percentages of students with MD were more likely to be using ineffective instructional practices with these students.

When first-grade classes had larger percentages of students with MD, their teachers were more often using non-traditional instructional practices, in which students use manipulatives, calculators, movement, and music to learn mathematics. The researchers found these types of practices were not associated with achievement gains. These practices were ineffective for both MD and non-MD students.

Instead, the researchers found that only use by first-grade teachers of more traditional, teacher-directed instruction — in which teachers used textbooks, worksheets, chalkboards, and routine practice to instruct students in mathematics facts, skills, and concepts — was associated with achievement gains for students with MD.

According to study findings, the most effective instructional practice that first-grade teachers could use for students with MD was to provide them with routine practice and drill opportunities to learn mathematics. The findings held true for first-grade students who had shown either persistent or transitory MD in kindergarten. Results were extensively controlled for students’ prior mathematics and reading achievement, family income, and other factors.

“Use by first-grade teachers of non-teacher-directed instruction is surprising and troubling, given our findings and what prior research has shown about the instructional needs of students with MD,” said lead study author Paul L. Morgan. “It suggests that first-grade teachers are mismatching their instruction to the learning needs of students with MD.”

“Our findings suggest that students with MD are more likely to benefit from more traditional, explicit instructional practices,” Morgan

said, “This is particularly the case for students who are more likely to persistently struggle to learn mathematics.”

“Effectively instructing students with MD at an early opportunities in life,” said Morgan. “We know that students who continue struggling to learn mathematics in the primary grades are highly likely to continue to struggle throughout elementary school. Others have reported that students who subsequently complete high school with relatively low mathematics achievement are more likely to be unemployed or paid lower wages, even if they have relatively higher reading skills.”

For students without a history of MD, teacher-directed instruction is also associated with achievement gains. However, unlike their schoolmates with MD, the mathematics achievement for these students is also associated with some, but not all, types of student-centered instruction, which focuses on giving students opportunities to be actively involved in generating mathematical knowledge. Student-centered activities associated with achievement gains by first graders without MD include working on problems with several solutions, peer tutoring, and activities involving real-life math. Students without MD benefited about equally well from either more traditional teacher-directed instruction or less traditional student-centered instruction.

While previous research has identified instructional practices that can be used by elementary school teachers to increase reading achievement for those with and without reading difficulties, very few empirical studies have tried to identify instructional practices being used by teachers that are effective in increasing the mathematics achievement of their students with and without MD.

For their study, the researchers analyzed survey responses from 3,635 teachers and data from a subsample of 13,393 children in the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99, a nationally representative dataset maintained by the U.S. Department of Education’s National Center for Education Statistics.

About the Authors

- Paul L. Morgan is an associate professor of education at the Pennsylvania State University–University Park College of Education, and the director of the Educational Risk Initiative.
- George Farkas is a professor at the University of California–Irvine School of Education.
- Steve Maczuga is a research programmer/analyst at the Pennsylvania State University–University Park Population Research Institute.

About AERA

The American Educational Research Association (AERA) is the largest national professional organization devoted to the scientific study of education. Founded in 1916, AERA advances knowledge about education, encourages scholarly inquiry related to education, and promotes the use of research to improve education and serve the public good. Find AERA on Facebook and Twitter.

Memorizers Are the Lowest Math Achievers

And Other Common Core Surprises

by JO BOALER

It's time to debunk the myths about who is good in math, and Common Core state standards move us toward this worthy goal. Mathematics and technology leaders support the standards because they are rooted in the new brain and learning sciences.

All children are different in their thinking, strength and interests. Mathematics classes of the past decade have valued one type of math learner, one who can memorize well and calculate fast.

Yet data from the 13 million students who took PISA tests showed that the lowest achieving students worldwide were those who used a memorization strategy – those who thought of math as a set of methods to remember and who approached math by trying to memorize steps. The highest achieving students were those who thought of math as a set of connected, big ideas.

The U.S. has more memorizers than most other countries in the world. Perhaps not surprisingly as math teachers, driven by narrow state standards and tests, have valued those students over all others, communicating to many other students along the way – often girls – that they do not belong in math class.

The fact that we have valued one type of learner and given others the idea they cannot do math is part of the reason for the widespread math failure and dislike in the U.S.

Brain science tells us that the students who are better memorizers do not have more math “ability” or potential but we continue to value the faster memorizers over those who think slowly, deeply and creatively – the students we need for our scientific and technological future. The past decade has produced a generation of students who are procedurally competent but cannot think their way out of a box. This is a problem.

We don't need students to calculate quickly in math. We need students who can ask good questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. All of these ways of working are encouraged by the Common Core.

Mathematics is a broad and multidimensional subject. Real mathematics is about inquiry, communication, connections, and visual ideas. We don't need students to calculate quickly in math. We need students who can ask good questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. All of these ways of working are encouraged by the Common Core.

Technology leaders are publicly arguing that calculation is not math, and that math is a much broader subject. Conrad Wolfram, one of the leaders of one of the world's most important mathematics com-

panies, Wolfram-Alpha, urges schools to stop emphasizing calculating and focus instead on problem solving, modeling, thinking, and reasoning as these are the mathematical abilities that students need in the workplace and their high tech lives. This broad, multidimensional mathematics is the math that engages many more learners and puts them on a pathway to life long success.

Part of the problem in the U.S. is the desperation of many parents to advance their children in math, pushing them to higher levels of math faster and sooner, somehow believing that a resume packed with advanced math courses will guarantee their future. Bill Jacob, a mathematics professor at the University of California, Santa Barbara, speaks openly about the dangers of students being pushed to higher levels of mathematics too soon. “I know it is hard to persuade parents that their students shouldn't race to get calculus, but I really wish they wouldn't. Too much content and depth is left out when they do,” said Jacob, who is not alone in saying that he would rather have students in his university mathematics courses that have breadth in their mathematical experiences than any additional Advanced Placement courses.

Experts in England are giving the same advice to parents of high achieving students. Geoff Smith, chairman of the British and International Math Olympiads warns that accelerating children through the system is a “disaster” and a “mistake”. He, like me, recommends that high achieving students explore the mathematics they are learning in depth, instead of rushing forward.

Mathematics is not a subject that requires fast thinking. Award winning mathematicians talk about their slow, deep thinking in math. Fields Medal winning mathematician Laurent Schwartz wrote in his autobiography that he felt stupid in school because he was one of the slowest thinkers in math. Eventually he realized that speed was not important – “What is important is to deeply understand things and their relations to each other. This is where intelligence lies. The fact of being quick or slow isn't really relevant.”

Some school districts, such as San Francisco Unified, are trying to slow down the math experience, requiring that advanced students go deeper rather than faster. Students still reach calculus but the pathway to calculus consists of deep understanding rather than procedures and memorization. This is an important move. There is no harm in students being introduced to higher-level mathematics earlier, as long as the mathematics is enjoyable and ideas can be explored deeply. Third graders can be fascinated by the notion of infinity, or the fourth dimension, but they do not need a race through procedural presentations of mathematics.

New brain science tells us that no one is born with a math gift or a math brain and that all students can achieve in math with the right teaching and messages. The classrooms that produce high achieving students are those in which students work on deep, rich mathematics through tasks that they can take to any level they want. No one is told what level they can reach and no one is held back by narrow questions that limit students' mathematical development and creativity.

Homework

Not every child is overloaded, but homework remains a fraught topic in many homes.

By Lee Lawrence and Ann Hermes

To Samson Boyd, a father in Nashville, Tenn., simple addition used to be a straightforward proposition: Four plus four equals eight. But in today's era of newfangled math, kids are taught various ways to arrive at the right answer.

So when Mr. Boyd was helping his 10-year-old son with arithmetic one night recently, he needed help and called the *Homework Hotline*, a Nashville program that provides free tutoring for students and parents. His was one of about 12,000 such calls the hotline has fielded this school year alone. It's a reminder of how demanding the workload can become for kids and raises an enduring question: Is too much late-night calculus and chemistry overloading young people today?

Any way you look at it, homework is a fraught topic. In education policy circles, some argue it is an unnecessary, ineffective intrusion that penalizes kids who have no Internet or adults able to help at home. Others maintain it helps children learn and provides a bulwark against too much television.

While homework overload certainly exists, an in-depth study by the Brookings Institution's Brown Center on Education Policy found it affects only 10 to 20 percent of families.

Still, even in households where it is welcomed, homework can cause distress. In a 2013 survey by the National Center for Families Learning, 60 percent of parents admitted they were sometimes unable to help their child with homework.

In Nashville alone, more than 30 tutoring agencies, numerous academic enrichment programs, 200-plus private tutors, a network of free after-school programs at 44 sites, and 24 teachers plus student

volunteers at the Homework Hotline address the homework and test-prep woes of the city's 105,000 school-age kids.

One of the main reasons people sign up with the Nashville Adult Literacy Council, says executive director Meg Nugent, is "to help their kids in school." Some immigrants speak too little English to help their children with homework, and the American-born who have grown up speaking English but cannot read – or at least not well – don't want their children to suffer the way they did in school and in life generally; they want to become literate themselves so they can help their kids.

Often it's not the amount of homework that causes tensions but simply getting kids to do it. Chas Plummer, a divorced father in New York, had no beef with the workload his son, Parker, had to do at night, but he hated having to continually ask, "Did you do your homework?" Parker would say 'yes,' but the work was back in his school locker," Mr. Plummer says. Sparks would fly. "It just became horrible at home." Peace descended after Parker enrolled at Fusion Academy, a nontraditional private school in Brooklyn. Parker has reengaged with academics through its one-on-one classes, and "homework" stays on campus. After Parker and English teacher Kim Essex discuss character, plot, and symbolism in the book "A Game of Thrones" on a recent day, she assigns him reading and an essay. Totally cool with this, Parker saunters into the open area used as the Homework Café and plops onto a couch.

Parenting columns routinely recommend setting aside a quiet place at home to do such work, but the advice seems quaint in today's fragmented world. Parker does his work in the semi-quiet of the Homework Café, getting a teacher to sign off on it before he heads home. Children in after-school programs gather in groups for an allotted time, while other kids squeeze homework into the interstices of a busy schedule. Since 2004, middle-school teacher Judi Fox has conducted 12,588 tutoring sessions at the Homework Hotline. Kids, she says, call "from the car, from hallways outside dance studios, from a bathroom, from every possible location."

Memorizers Continued....

Many people across the U.S. have gross misconceptions about mathematics learning, thinking that mathematics is a narrow subject of memorization and speed and that people who do not calculate fast or memorize well are not 'math people'.

We need to change the conversations about mathematics, communicating to all children that they can learn. We also need to change the way math is taught, valuing the different ways of thinking that are so important to the subject. Mathematics, itself, needs this and although change is hard, it should be embraced.

We need to broaden mathematics and open the doors of mathemat-

ics to all students. When we do this we will see many more creative, energized young people equipped to think quantitatively about our ever-changing world. We all need this.

*Jo Boaler is a professor of mathematics education at Stanford University, co-founder of www.youcubed.org, and author of *What's Math Got To Do With It: How Teachers and Parents can Transform Mathematics Learning and Inspire Success*. (Penguin, 2015)*

Empowering Teachers



McREL consultant Heather Hoak develops and implements technical supports for the North Central Comprehensive Center, the Victoria Department of Education and Early Childhood Education, and other McREL projects and clients. For more information about SD LEAP, contact Heather at 303.632.5512.

In 1999, I embarked on my first year of teaching, eagerly anticipating leading my own classroom and filled with much hope, promise, and possibility. However, as my initial year unfolded, it turned out to be a no good, terrible, very bad year (so disappointing that I even wrote an editorial about it for the *Denver Post*). I consider myself a very positive person—a team player—so this experience was as much a surprise to me as anyone else. What changed my hope to despair and, eventually, my profession from teacher to education consultant?

In thinking about all the subsequent years I spent teaching—some great, some tough, and some just-okay—I remember one significant moment. One morning, as we greeted students on the first day of school—the same year that I was elected to serve as the language arts department chair of a low-performing suburban middle school—my principal advised me that if test scores didn't go up, the blame would fall squarely on my shoulders. In that moment, I realized that there was no “team.” As an individual teacher, I felt inadequate to carry that load alone; worse, I worried that remaining a teacher might cost me more than I was willing or able to give.

While I always had at least one supportive colleague within my grade level or department, a whole school, we-can-do-this-together vibe was missing from the schools where I taught. Typical divisions between primary and intermediate grades were evident and “that’s not my content area” conflicts sprang up regularly. When it came down to school-wide, collective will and effort to effect change, it always fell short because teachers were working in relative isolation, with heavy loads to bear.

Not wanting to coast on fumes and become the teacher counting the years to retirement, I divorced the job I wanted to do my whole life. But, with my hope and determination to make a difference in education still intact, I searched for a way to change the system. I landed at McREL, an

organization whose motto is, “Be the change you want to see in the world.” This ideal resonated with me, feeding my desire to build a better system in which “change” meant *better* schools, *better* teaching, and *better* learning. I finally hit upon what I had been dancing at the edges of for years, *collective efficacy*.

In early 2012, as part of a federal grant called the North Central Comprehensive Center (NCCC) program, McREL began working with the South Dakota Department of Education (SD DOE) to implement a strategy that supported South Dakota’s Priority and Focus Schools, as part of its Elementary and Secondary Education Act Waiver. We used a customized version of Indistar®, a web-based continuous improvement planning tool, to develop the South Dakota Leading Effectively, Achieving Progress (SD LEAP) tool. Built on the principle that the people closest to students should be the ones determining the path to improvement, SD LEAP was designed to help South Dakota schools establish leadership teams to guide their continuous improvement processes.

Later that year, we hit the rural roads of South Dakota, training educators on the new tool and informing them that SD LEAP and school leadership teams were an effective, support-based way to lead school improvement, not compliance-driven. While many were willing to give it a try, just as many thought this was yet another swing of the pendulum; if they waited long enough, it would quietly die like so many past reforms.

In April 2014, a small team of McREL and SD DOE staff traveled more than 900 miles across the state to capture, in video, the success stories of five schools using the SD LEAP system. As we sat down with teachers and leaders at each of the schools, we heard responses like, “I felt empowered,” and, “It wasn’t just me doing it, it was all of us.” One teacher, who had been mulling retirement, shared her renewed sense of excitement about the work her team was doing, and had chosen not to retire. That really resonated with me. Teachers were now eager to review data and discuss individual kids, especially the ones who were hardest to reach. A palpable sense of collective commitment and relief emanated from each frame of the video, telling me we were on to something. As I watched the interviews, two words—*collective efficacy*—hit me like a ton of bricks.

What does collective efficacy have to do with my terrible, no good, very bad first year of teaching? Working with educators across the country over the past six years has convinced me that, while there will always be a need for professional development in the areas of leadership, instruction, curriculum, and assessment, what schools really need to effect change is a partner to help them maximize all the great resources, staff, and ideas they already have—a partner to share the load and help build collective efficacy.

with Collective Efficacy

As a teacher, I never felt we lacked the “right stuff” in terms of resources or professional development for staff. Deep down, I felt unable—as an *individual* teacher—to make broad, sweeping, systemic changes. What was really missing was a collective will and belief that we *all* needed to move in the same direction, systemically changing our instruction and culture to increase student achievement for each and every kid. As I listened to teachers share their experiences in the SD

LEAP video, I realized that they felt like they were, indeed, *enough*. Because, as a group, they were *much more than enough*.

Don’t take my word for it—spend a few minutes watching our video, “South Dakota LEAP – Leading Effectively, Achieving Progress,” or exploring the NCCC website.

Survey: More Educators Are Using Social Media for Fundraising

By Christopher Piehler

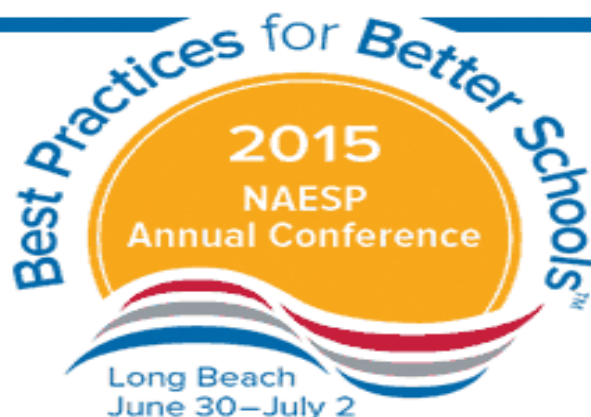
According to the results of the sixth annual CASE/Huron/mStoner Social Media Survey, more schools, colleges and universities worldwide are using social media to boost their fundraising results, and are experimenting with new strategies.

Some 57 percent of respondents reported using social media to fundraise in 2015, compared to 47 percent in 2014. Meanwhile, 59 percent reported experimenting with new social media fundraising strategies.

Other key findings include the following:

- Educational institutions are using less text and more images and video in their social media communications. Use of text decreased from 65 percent in 2012 to 43 percent in 2015, while image use grew from 30 percent in 2012 to 45 percent in 2015. Video use increased from 6 percent in 2012 to 12 percent in 2015.
- While nearly 60 percent of respondents use social media to raise money from donors, nearly 85 percent indicated that social-media-based fundraising represents 5 percent or less of their institution’s total.
- 15 percent of institutions have held crowdfunding campaigns. Of these, 50 percent earned more than \$10,000 per year.
- 22 percent of institutions use social media ambassadors — often alumni — who are recruited to help promote social media initiatives.
- 26 percent of respondents rate their use of social media as “very successful” or “a model for success.”
- Respondents are focusing their attention on Facebook, Twitter and institutional websites that aggregate social media.
- 34 percent of respondents calculate engagement scores for alumni and donors, and indicate that they are focused on building tech-based methods of measuring engagement.

The sixth annual CASE/Huron Education/mStoner Social Media Survey was conducted from February 19 through March 26, 2015. Nearly 1,000 respondents provided feedback.



What role does your building have in securing students?

*Charlie Howell Physical Security Consultant/Owner of Division 28 Consulting, LLC
San Antonio, Texas Area | Security and Investigations*

The four guiding principles of security are deter, detect, delay and respond. Law enforcement, military and security teams have created other versions of these principles, but these are the core of providing security for any type of organization, entity or people.

Therefore, when securing students in schools, we have to examine our efforts toward these basic core principles. A mix of technology, staffing, organizational structure and equipment comprises the actual security plan, but for now let's take a look at the role that school buildings play in securing schools.

A security program addresses the four core principles of security in multiple different layers:

- Deter is addressed with preventative measures using technology, equipment, staffing and policies implemented through procedures.
- Detect is achieved mostly by technology but also through staff training and awareness.
- Delay is achieved mainly through detection reaction, equipment, walls, doors and emergency action plans.
- Respond is typically provided by staff, law enforcement and first responders.

So what role did the building have in all of that? If an event happens inside a school building, there are opportunities to have the building automatically respond to the event without putting humans in harm's way.

For example, let's call the event a shooting in which we did not prevent the weapon from entering the school. Let's start the example at the place of the shooting — a hallway — which we will call point zero.

The event happens at point zero, and detection is now needed. During the school day, there is the potential of many different detection abilities from shot detectors to persons in the immediate area that can pull a blue pull station or run into a classroom and initiate a lockdown.

For this example, let's say another person saw what was happening and ran into a classroom and told the teacher who triggered a lockdown campuswide. When the lockdown was triggered, all doors that were being held unlocked by the access control system just locked, all of the magnetic door hold opens on fire blockade doors just released their doors, which were also locked, and all classrooms just had a light go on signifying a lockdown.

In some campuses, the classroom doors are also electrified and are being held open electronically, so when lockdown was initiated the system also locked those doors. Some campuses simply provide a locked door or the ability to lock the door during an emergency. For this example, we are going to say the classroom doors were also electrified and automatically locked when the lockdown was initiated.

At this moment, the suspect in this event now has locked doors on either side of him/her and a closed, locked fire door behind him/her. The shooter sees the only possible route that is open to travel is the free exit door to the outside.

In a fit of rage, the suspect then fires more rounds into the walls and doors around him/her in hopes to further carry out his/her bad deed. When the bullets made impact with the walls, they were either masonry block concrete-filled walls, were drywall over a ballistic barrier inside the wall or they were drywall on 3-4 layers of one-inch plywood, so they did not increase the victim count.

When the bullets impacted the solid wood core doors, they made a mess of the door but did not penetrate it because it was a 1.75-inch-thick solid wood door panel. When the bullets impacted the ballistic-treated glass in the door, it did not fail either.

Looking at our example, the building played a role in reacting to the event and reducing further victims. By building the correct elements into the architectural components of a school, by treating windows with ballistic material, by installing electrified locking hardware that is controlled by a card access system, and by automating the lockdown by either a human trigger or an automatic trigger, lives were saved.

When the shooter had nowhere else to go from the hallway but out the exit door to the outside, then the building played its role in this event. Just like training law enforcement on how to respond to these events, buildings need to be equipped with the proper tools to allow it to play a role in a critical event response like the above example.

Let's not forget that security in schools is protecting students, faculty and staff with whatever available tools there are to use.

New PD for New Roles

Evolving principal role requires new professional development. Leadership is second only to classroom instruction when it comes to influencing student learning

By: Alison DeNisco

Principals shifting their roles from building manager to instructional leader need more extensive PD to ensure top performance from teachers and students, according to a new policy brief from ASCD. Race to the Top's requirements linking teacher evaluations to student test scores is largely responsible for the change in the principal's responsibilities, says Susan Race, a former principal who is senior director of Professional Learning and Institutes at ASCD.

"As observers and evaluators of teachers, principals need to be really skilled in their knowledge of the curriculum and whatever standards the state has adopted, as well as be an expert in observing, evaluating and coaching teacher performance," Race says.

Leadership is second only to classroom instruction when it comes to influencing student learning, according to a 2010 University of Minnesota and University of Toronto study of 180 schools in nine states. "We have not found a single case of a school improving its student achievement record in the absence of talented leadership," the researchers reported.

However, only 4 percent of federal dollars for improving educator performance is spent on principal development.

Shift from traditional PD

Traditionally, principal PD includes county or state leadership team meetings, working with a consultant, and attending workshops and conferences. To better coach today's teachers, principals need more training in new standards and instructional practices, Race says. For example, principals conducting classroom observations will need to evaluate whether teachers are balancing informational and literary texts across content areas—an instructional practice re-

quired by new ELA standards. Principals also must assess whether students understand close reading, text-based conversations, and using evidence in written and oral arguments, Race says.

Race offers the following tips for superintendents to maximize principal PD:

Seek out collaborative professional learning communities and instructional coaching. PLCs are effective for principals and teachers because they are regular meetings that allow colleagues to share successes and challenges, help one another adopt new strategies, and collaborate to improve practice. PLCs are especially important for principals, who are typically physically isolated from their peers during the school day. They can also access PLCs online, without having to leave campus.

- Leverage teacher leaders: Many principals get bogged down with student discipline, bus scheduling and other day-to-day managerial tasks. Assigning teacher leaders to take on management roles frees up principals' time for PD and coaching teachers.
- Involve principals in determining what PD will benefit them most given their personality and school needs.
- Take a strengths-based approach to PD. Educators often focus on data that identifies "weaknesses" and "deficits" when developing improvement plans. But identifying a district's strengths is also important. For example, superintendents should let principals who have created school cultures of achievement train their colleagues.

"We need thoughtful PD that provides principals with the ability to manage day-to-day operations like fire drills while also spending time in classrooms and learning more about what instructional strategies work," Race says.



National Panel of NEW PRINCIPALS

About the Panel

The National Panel of New Principals is the only initiative of its kind that is dedicated to principals in the first or second year of their principalship.

By participating, new principals will contribute to a dynamic knowledge base about what it's really like to be a new principal today. And they'll gain insights into how their experience as a new principal compares to their peers throughout the nation.

Here's How It Works

New principals can enroll directly online at newprincipal.org and can remain on the panel until the end of the second year of their principalship.

Six times during the school year, participants are invited via email to answer a few brief online questions.

The total time commitment per survey is less than 10 minutes.

What Participants Get

Each time a principal participates, he or she receives a \$10 gift certificate to shop in the National Principal Resource Center or a special gift from one of our sponsors. Plus, we'll send our panelists the *Rise&Shine* brief, summarizing their peers' best thinking on the topic of each survey.

Who Qualifies

- Participants must be first- or second-year principals.
- They should be thoughtful and articulate.
- NAESP members and non-members are welcome.

How New Principals Join the Panel

Go to newprincipal.org and fill out the brief enrollment form. It's that easy! Enrollments are accepted year-round. Administrators are encouraged to share this opportunity with new principals to ensure that your district and state are well represented.



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