



Fall 2012

From Our President...



Kim Headrick
TPA President-Elect

It is reported that Aristotle once stated, “Excellence is not an act, it is a habit.” What Aristotle did not know was how frequently decision makers would afford principals the opportunity to demonstrate excellence through a current trend/craze. This year, it is the movement from instruction sometimes described as “a mile wide and an inch deep” to a more modest number of standards in the math curricula, allowing a much narrower focus with greater depth of investigation and learning. Teachers and principals alike have been immersed in implementing strategies leading to more student excellence which is indicated in Tennessee by the percentage of students who will become proficient at advanced levels.

Last year, you and I, as leadership influentials in our schools and systems, worked toward excellence in one of the four accepted teacher-evaluation models. It amazes me that, once again, we survived; and in fact, improvements resulted from what might be described as “extreme evaluation overload.” Most principals I talked to believe that students are performing better than before and that teachers benefited from thinking about their instructional practices under the evaluation microscope of 2011 and 2012.

This fall’s TPA conference in Murfreesboro will feature a look back at the evaluation processes and achievements, focus on the current standard’s emphases in mathematics, and preview what to expect in 2013 and beyond. Dr. Sharon Roberts of SCORE and Emily Barton of the Tennessee Department of Education will spotlight the evaluation and Common Core areas. Kenneth Williams will assist us in thinking about and practicing collaborative strategies which will allow us to keep our sanity and improve our personal performance while simultaneously achieving excellence in the two dominant priorities related to instruction.

I hope you will join me at the Embassy Suites Hotel on December 6 and 7, 2012, in Murfreesboro, Tennessee. We will all gain from the investment of this time and energy together (see pages 5-8 for more information and registration).

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Espiritu Among Nation's Best K-8 Principals



Susan Espiritu, principal of Pond Gap Elementary School in Knoxville, was selected as Tennessee's 2012 National Distinguished Elementary Principal. The 2012 celebration marks the 29th year that the National Association of Elementary School Principals (NAESP) has presented this prestigious award.

Espiritu was nominated and selected by her fellow principals through a state-wide search process conducted by the Tennessee Principals Association, said Teresa Dennis, a former NDP and Chairman of the 2012 Selection Committee.

A graduate of University of Tennessee for both undergraduate and graduate degrees, Mrs. Espiritu taught in Knox County schools for over twenty years. She worked as a curriculum coach and assistant principal before serving in her current role as principal. She has served as principal of Pond Gap Elementary since 2004.

"At the helm of every successful school is a successful principal," said Gail Connelly, NAESP's Executive Director. "Our National Distinguished Principals program provides us with an opportunity to recognize the outstanding leadership of these principals and their commitment to creating successful learning communities. Because of them, students thrive academically, teachers grow professionally, and communities are strengthened."

In October, Espiritu will travel to Washington, D.C., for two days of activities planned to honor and bring well-deserved recognition to the elementary and middle-level educators chosen by the states, the District of Columbia, plus private and overseas schools.

Criteria for selection of the principals require that the honorees are active principals of schools where programs are designed to meet the academic and social needs of all students and where there are firmly established community ties with parents and local business organizations. Espiritu's remarkable accomplishments within her community have expanded ties with parents and local business organizations.

Tennessee Principals Association serves as a Tennessee professional educational association and represents elementary, middle-level, and secondary principals throughout Tennessee. TPA maintains close ties with the metropolitan Washington, D.C.-based National Association of Elementary School Principals and its 23,000 members worldwide.

The National Distinguished Principals program is made possible through the corporate sponsorship of VALIC, an active supporter of NAESP for nearly two decades. For more than half a century, VALIC has served as a leading plan provider for K-12 schools, higher education and healthcare institutions and manages plans for nearly 25,000 groups, serving nearly two million plan participants.



TPA Delegation with Senator Lamar Alexander in his office July 19, 2012



Leadership Isn't For Cowards

Summary by Teresa Dennis

No one wants to be called a coward. As principals we often feel that we are called upon to act with courage; but Mike Staver, in his book *Leadership Isn't For Cowards*, calls on principals to drive performance by challenging people and confronting problems.

Mike Staver spoke to principals at the National Leadership Conference sponsored by NAESP in July. He challenged each of us in the room to get out of our comfort zone and move into an area where we would grow more as a leader and, in turn, see more growth in those we are leading. He asked the group to call out excuses that people use to explain why something did not work in their school or association. He collected a list of over twenty-five "reasons" including the following: not enough time, tried it before, too expensive, and too far out of the box to work. He then told this story:

The family had invited a couple and their five year old over for dinner. The hosting dad had spoken very directly to his own son as to his expectations for behavior while the company was present. The son said he understood his role, and the dad was pleased.

When the company arrived, the two boys went to play; but nothing went as the father had directed. After the company left, the dad asked his son what had happened and why the boy had not done as his father had asked him to do. The son then used every single excuse that the audience had listed, in the order Mike Staver had recorded them, as to why the father's request could not be fulfilled.

After much laughter, the audience was challenged to meet the needs of the teachers in their buildings in three ways. First, there must be a sense of significance or relevance for the task. Second, they must have a sense of belonging and that is followed by a sense of community or that the task is bigger than them. He likened it to a group of Harley Davidson bikers. Regardless of location or age, all Harley bikers believe they belong to a special group.

Staver challenged each of us to take a serious look at our role as a leader. Are you aware that you are impacting those you lead in either a positive or negative way everyday? Do you balance the results of what you create with the human impact of those results? Do you have the courage or willingness to face what needs to be done, ask great questions and drive performance while also creating a great place to work? *Leadership isn't for cowards!*



Teresa Dennis
NAESP Zone 4 Director



The National Association of Elementary School Principals (NAESP) is PROUD to partner with the Tennessee Principals Association (TPA)! By joining TPA, you are automatically provided membership in NAESP. In other words, annual dues provide MEMBERSHIP in TWO GREAT ORGANIZATIONS. All PreK-8 administrators in Tennessee are encouraged to join and become a part of the principal network that is connected at both the STATE and NATIONAL levels!

NAESP has several great resources and services in place for members this year. Check out the following:

ADVOCACY: NAESP is fully committed to inform and educate congressional leaders on issues that are important to principals. NAESP has an advocacy agenda that focuses on three critical areas:

- Protect the unique and critical role of principals
- Promote the principal's vision for education reform
- Preserve the principalship through professional development

The "Power of the Principal" is an advocacy/public relations campaign focused on informing members of Congress and congressional committee staff about the integral role of principals in school improvement. In addition, the NAESP Advocacy Team launched the Federal Relations Network (FRN). The FRN is comprised of state leader and any NAESP member with an interest in participating in coordinated advocacy at all levels of government.

Principals from across America will meet in Washington in February to make visits to legislators on Capitol Hill as part of the NAESP contingent. Our concerns and opinions will be shared in an effort to influence and shape new legislation.

COMMUNICATIONS: *PRINCIPAL Magazine* is provided to all members throughout the school year. Best practices, latest trends, and research-based information is shared in each issue. Magazine themes for the upcoming year include: Common Core State Standards, STEM, Teacher and Staff Development, Transitions, and the Achievement Gap. Concerns of early career principals will be featured in various articles.

A new publication planned for the year is *PRincipal Communicator* in partnership with the National School Public Relations Association. This newsletter will be published six times a year and focus on best practices related to public relations, communications, and community outreach strategies for principals.

PROFESSIONAL DEVELOPMENT: NAESP provides a wide variety of professional development opportunities for members, including:

- 2013 Annual Conference in Baltimore, July 11-13
- Webinars
- Principal 2 Principal (P2P), a private online community that features three modules: a member directory, e-communities of similar networks, and a resource library



Nancy Flatt Meador, NAESP President-Elect

NAESP/TPA members also enjoy the benefit of **LEGAL PROTECTION** through annual membership dues. This benefit provides members with access to legal services if needed. At some point during the year NAESP will release the white paper on Principal Evaluation. This report, co-released by NAESP and NASSP, contains research-based recommendations to state and district education policymakers and educators as they develop and refine principal evaluation systems.

NAESP/TPA members will enjoy the services and benefits referenced above throughout the year. Thanks for choosing NAESP/TPA as YOUR premier professional association.

Feedback on First Year Teacher-Evaluation Implementation Results

The State Collaborative on Reforming Education (SCORE) released a report, “Supporting Effective Instruction in Tennessee,” regarding Tennessee’s teacher evaluation system. The report followed a five-month listening and feedback process SCORE led on the evaluation system to identify what is working well, gather input on challenges and concerns, and report back with a range of recommendations to the Tennessee Department of Education and State Board of Education. This portion of the newsletter will focus on “Feedback on Challenges and Concerns.” A brief description of the four models is displayed in the figure below. In addition to positive attributes of the system, several challenges and concerns were also identified:

- Unlike most principals and evaluators, many teachers are not yet convinced of the benefits of the evaluation system.
- Teachers do not have access to high-quality professional learning opportunities tied to their performance feedback.
- Approximately two-thirds of teachers do not have individual value-added student growth data for their grades and subjects. For these teachers, 35 percent of their evaluation is not directly tied to their own individual performance.
- Currently, the 15 percent student achievement measure is not viewed as directly driving effective teaching.
- Educators feel that balancing the evaluation system with existing responsibilities is a challenge for administrators.
- Not all principals and evaluators have developed the instructional leadership skills to effectively recognize and assess teaching practice.
- Many teachers reported that observations of classroom practice do not always capture authentic instruction, and that there has been inconsistent interpretation and implementation of the rubric.
- There is not yet sufficient focus on how the pending implementation of the Common Core State Standards needs to be reflected in and reinforced by the teacher evaluation system.



Summary of the Four Teacher-Evaluation Models

Adapted From Page 3 of “Supporting Effective Teaching in Tennessee”
(<http://www.tnscorere.org/wp-content/uploads/2012/06/SCORE-Evaluation-Report.pdf>)

Model	Districts in 2011/2012	Number of teachers (Percent of TN teachers)	Qualitative component and weighting
Project COACH	Hamilton County	2,925 teachers (5%)	<ul style="list-style-type: none"> • Observation of teacher practice, based on Kim Marshall’s mode (50%)
TEM	Memphis City Schools	7,329 teachers (11%)	<ul style="list-style-type: none"> • Observations of teacher practice, based on DC IMPACT (40%) • Student feedback, using Tripod Survey (5%) • Teacher knowledge, list of approved options (5%)
TIGER	12 Districts	1,606 teachers (2%)	<ul style="list-style-type: none"> • Observations of teacher practice, based on Charlotte Danielson’s model (50%)
TEAM	All other districts	52,989 teachers (82%)	<ul style="list-style-type: none"> • Observations of teacher practice, based on TAP Teaching Standards (50%)

2012-2013 TPA BOARD OF DIRECTORS

Executive Committee

President	Kimberly Headrick	kheadrick@mctns.net
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2012-2013 TPA Membership Form

Membership year through 8/31/2013



Tennessee Principals Association
 Experience Exciting Member Benefits by Joining Today!
 Membership Year - September 1 to August 31
www.tnprinassoc.org

**PROFESSIONAL DEVELOPMENT OPPORTUNITIES, LEGAL REPRESENTATION,
 LEGISLATIVE BENEFITS, RESEARCH, NETWORKING, AND MORE!**

Name _____ Position _____

Check one of the following: New Principal New Member Renewal

School Name _____ Elementary Middle Secondary

System _____ *Recruited by _____

Check preferred address: School or Home

Address _____

City _____ State _____ Zip _____ County _____

Phone _____ Fax _____ Email _____ @ _____

TPA/NAESP Membership Dues: (check one)

A _____ \$385.00 TPA/NAESP Active (line administrators)

B _____ \$430.00 Institutional/Active TPA/NAESP (line administrators)

G _____ \$120.00 Aspiring Principal TPA/NAESP (teachers, counselors)

P _____ \$210.00 Associate (professors, central office)

R _____ \$110.00 Retired

E _____ \$168.00 Emeritus



TPA/Secondary Membership Categories (Grades 9-12)

Active Individual _____ \$150.00 TPA Dues + Membership in a national association

Institutional Active _____ \$150.00 TPA Dues + Membership in a national association

* TPA Membership requires simultaneous current membership in a national association

 Name of association where you hold a national membership

Method of Payment: (check one)

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

Credit card: please charge to: MasterCard Visa AMEX

10-month installment plan with credit or debit card (for A and B memberships)
 (\$40.50 monthly payments for 10 consecutive months assuming member joins by November)

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



205 Sterling Springs Drive
Johnson City, TN 37604



**MARK YOUR
CALENDAR!**

September 14-15, 2012

TPA Executive Committee Meeting, Murfreesboro, TN

October 8-10, 2012

LEAD Conference, Nashville, TN (Nashville Convention Center)

October 18-20, 2012

National Distinguished Principals Program, Washington, D.C. (Capital Hilton)

November 3-6, 2012

TSBA Annual Convention, Nashville, TN (Opryland Hotel)

December 5, 2012

Executive Committee Meeting & Board of Directors Dinner, Murfreesboro, TN

December 6-7, 2012

Annual TPA Leadership Conference, Murfreesboro, TN (Embassy Suites)

February 9-10, 2013

Zone 4 NAESP/Southeastern Council of Elementary School Principals, Birmingham, AL

February 24-27, 2013

NAESP Advocacy and Leadership Conference, Washington D.C.

February 28-March 2, 2013

2013 NASSP Conference, National Harbor, MD (Gaylord National Resort & Convention Center)

July 11-13, 2013

NAESP National Conference and Expo of the Year, Baltimore, MD