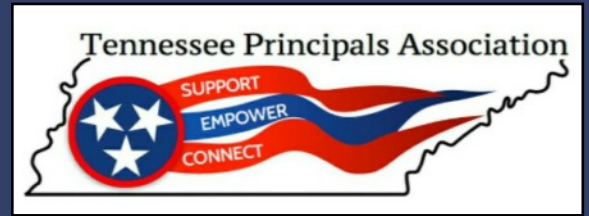


TENNESSEE PRINCIPAL

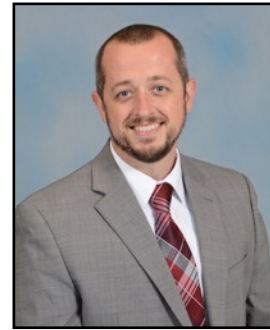


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Shay Siler
2021 National
Distinguished Principal

Leading With Excellence



Tyler Salyer
2021 Tennessee
Principal of the Year



Kevin Armstrong
NAESP
Vice President



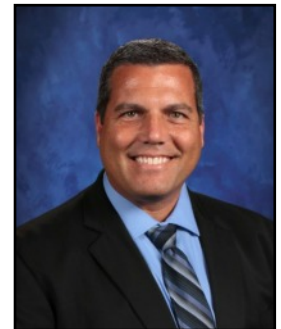
**Ashley
Aldridge-Wilson**
2020 NDP, NAESP
Zone 4 Director



Amy Via
2020 National
Outstanding
Assistant Principal



Jamelie Johns
2021 National
Outstanding
Assistant Principal



Brian Partin
Incoming TPA
Executive Director

Our mission is to support, empower and connect Tennessee Principals.

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Tennessee Principal of the Year [Pg 7]
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and National Levels [Pg 15]
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Executive Director's Corner

Nancy Flatt Meador, Ed.D.

INNOVATIVE LEADERSHIP

Welcome to the Tennessee Principals Association (TPA)! Since 1938, TPA has served and supported Tennessee Principals! TPA President, Dr. Tara Loba (Principal, Andrew Jackson Elementary School, Nashville, Tennessee) set the theme for the year, "From Surviving to Thriving, Strategies for Transformational and Innovative Leadership." The 2021 Tennessee Principals Conference followed this theme as Principals gathered to focus on innovative leadership that thrives! School leaders have been through a lot these past two years. It has taken strength, courage and determination to lead during a world-wide pandemic. Tennessee Principals have done a remarkable job in an every-changing work environment. **Thank you** for your innovative leadership!

PRESIDENTIAL MILESTONES

On June 30, 2021, Dr. Julie Hopkins concluded her year as TPA President (2020-2021). As we think about annual leadership transitions, there have been "Presidential Milestones" that will be noted last year under Dr. Julie Hopkins' term as TPA President. Her legacy of leadership includes the following accomplishments:

- Focus/theme: Innovative Leadership, Lighting the Way to Student Success
- Membership increased from 388 to 475!
- Added Associate Director position to Executive Board
- Began succession planning for new Executive Director (*due to retirement in June 2022*)
- Added Directors of Advocacy and Director of Professional Learning to Board of Directors
- Frameworks for Advocacy and Professional Learning were created and posted to website
- Led efforts to increase membership dues in all categories by 5% for 2021-22
- Led Association during a world-wide pandemic – while maintaining sound budget
- Planned to lead Tennessee delegation at National Leaders Conference in Washington, DC

Congratulations is extended to Dr. Julie Hopkins and the 2020-2021 TPA Board of Directors! This group of leaders displayed bold leadership in making decisions on behalf of Tennessee Principals!

TPA PRINCIPALS LEADING AT THE NATIONAL LEVEL

Two Tennessee Principals have recently been elected to serve at the NATIONAL level. Congratulations to Dr. Kevin Armstrong and Dr. Ashley Aldridge Wilson! Dr. Kevin Armstrong, Principal at DuPont-Hadley Middle School in Nashville, has been elected as NAESP Vice President. Dr. Ashley Aldridge-Wilson, Principal at Nolan Elementary in Signal Mountain, TN, has been elected as the new Zone 4 Director and will also become an NAESP Board Member. Kevin and Ashley will begin their new positions on August 1, 2022. We are extremely proud of their success as they work to make our state and national organizations the best they can be!

LEADERSHIP MATTERS!

This year the TPA Board of Directors is comprised of twenty-seven Principals from across the state. The TPA Board provides leadership for Tennessee Principals through volunteer service. Thanks to the 2021-2021 TPA Board of Directors for the many hours that are given on behalf of Tennessee Principals!

NEW TPA EXECUTIVE DIRECTOR IS NAMED

Dr. Brian K. Partin who has been selected by the TPA Board of Directors to serve as the next Executive Director. Brian will officially begin on July 1, 2022. Transition of leadership has already begun. TPA is in good hands with this talented leader. Congratulations, Brian!

"It has been a privilege and an honor to serve as the Executive Director of the Tennessee Principals Association since July 2016! We have achieved many notable milestones together during these past six years! TPA is in a great place financially and has just crossed the 500 member mark! Thank you for allowing me the opportunity to serve!" - Dr. Nancy Flatt Meador

NEW TPA ASSOCIATE DIRECTOR IS NAMED

Congratulations to Dr. Ann-Marie Gleason who has been selected by the TPA Board of Directors to serve as the next Associate Director, effective July 1, 2022. Ann-Marie will strengthen and support the TPA administrative team.

SAVE THE DATE

The 2022 Tennessee Principals Conference will be held November 13-15 at Dollywood's DreamMore Resort & Spa in Pigeon Forge, Tennessee. Registration information and conference details will be posted to the TPA website (www.tnprin.org) soon! Join colleagues from across the state for two great days of learning!

GET INVOLVED

If you are seeking for a way to "grow your leadership skills" consider getting involved with the Tennessee Principals Association. Opportunities for networking, collaborating, professional development, and leading are available through volunteer service. ***Make a difference . . . get involved! It can be life-changing!***

THE JOY OF SERVING

Thanks to the Principals across the state that have served as Board Members! We are blessed to have leaders step up to the plate every year to lead the TPA Board of Directors. Dr. Brian Partin will take the lead beginning July 1, 2022. TPA is in good hands as we look to the future! ***Thank you for allowing me the opportunity to serve!***

New TPA Address and Contact Information

Tennessee Principals Association | P.O. Box 3623 | Johnson City, TN 37602 | Phone: 423-863-0799
Executive Director: brian.partin@tnprin.org Membership/Office Manager: lauren.partin@tnprin.org

Need balance?

Don't miss the

**2022 TPA
Conference!**

Be sure to visit
www.tnprin.org
for updates and
additional
information.



Tennessee Principal Elected as NAESP Vice President

Congratulations,
Dr. Kevin Armstrong,
TPA is proud of you!



Special thanks to
everyone who voted!

Tennessee has been
well represented for
several years at
the national level.



A list of Tennessee
principals who have
previously served
on the NAESP Board
of Directors can be
found on page 8.

Get Involved!



TPA Professional Learning Update

Terrence Brittenum, Ed.D., TPA Vice President
Principal, Maceo Walker Middle School (Memphis, TN)

Colleagues, as we reflect upon the professional learning from the 2021 TPA Conference, we can say, with certainty - participants received additional tools to affect positive change in their respective schools and districts.

Our keynote speakers were absolutely amazing!

> **Hamish Brewer** kicked the conference off with a high-energy session about being a relentless leader. He emphasized the importance of rethinking our practices to get better and produce results.

> **Dr. Kevin Dyson**, a former number 16 pick of the 1998 NFL Draft by the Tennessee Oilers (Titans), shared how his life experiences and upbringing helped him to become the inspirational leader he is today. Dr. Dyson presented practical strategies to assist leaders to unleash their untapped potential, as we are called by a higher power to lead!

> **Matthew Portell** discussed how the COVID pandemic has caused leaders to embark upon a paradigm shift. Mr. Portell highlighted the importance of supporting students by fixing systems that have not historically understood the impact of individual and collective trauma.

> **Beth Ziesenis** reminded conference attendees about leading with focus. She shared proven techniques and technological apps to block out distractions and increase productivity.

> Superintendent **Dr. Adrienne Battle** spoke from the heart, as she admonished participants to "Know where you are, but don't stay there". Dr. Battle discussed the importance of continuous improvement at all levels of the school organization to ensure academic achievement for all students.

In addition to the wisdom and expertise shared by our keynote speakers, the TPA Conference had breakout sessions that addressed:

- Building School-Wide Capacity - Technological Leadership
- Teacher Retention - Celebrating and Encouraging Your Staff
- Addressing Social Emotional Learning and Discipline
- Criteria for Becoming a National Distinguished Principal (NDP)
- Innovative Instructional Leadership - Utilizing Effective Listening Skills
- Effective Implementation of the I-Ready and IXL Platforms
- Designing Safe and Challenging Playgrounds
- Preventing the Need for Intervention Services in Grade 3 and Beyond
- Transforming Instruction Through Differentiated Professional Development

As you can imagine, the 2021 TPA Conference was a tremendous success. We look forward to seeing you at the **2022 TPA Conference**. Bring your favorite pen and notepad, as you will return to your school and district with effective tools to facilitate students' academic growth!

Save the Date: November 13-15, 2022



The Bell Still Rings: Reflections of Leading Schools During a Pandemic

Dr. Julie A. Hopkins

When the school bell rang last year in many schools across the country, we did not see students transiting in the hallways from one class to the next. This traditional sound

and of the bell ringing no longer exist. Students are logging into class; instead of walking to class. Hallways and class-rooms no longer define attending class. We have entered in a new age of innovative leadership. School administrators are charged with the task of supporting and encouraging “out of the box” thinking. Principals are leading the way for providing creative resources. Teachers have dismissed the bell to usher in zoom accounts, Microsoft teams, YouTube videos, engaging power points, etc. Instead of the hustle and bustle the bell brings in the hallway; teachers and students movements occur in their homes. The school administrators are challenged to find ways to still hear the bell ring.

Times have occurred when the traditional school bell experienced a malfunction creating uncertainty for students and teachers to know when to transition. When the bell does not ring, students contemplate when to go to and/or leave a class. The bell has been replaced with hyper-links that teachers create and students log-in to attend class. The altruistic vision of innovative leadership has allowed students to transition with ease and confidence. The students attend class without hearing a bell ring.

The innovative leader removed the sound of the bell that determined “school is now in session” and replaced it with software programs that provide challenging curriculum that advances students technical skills. Technology has afforded all students equitable access to a high-quality education. The bell created an atmosphere of anxiety and time restraints. Students performing in a virtual setting work in a climate of trust, which allows

for extended learning opportunities. Lessons are no longer contained in textbooks in a classroom. Virtual learning platforms affords opportunities for students to explore social media sites and post blogs and comments that are shared with others outside of the one school.

Twenty-first century skills are elevated in the virtual learning platform. School administrators relay on communication, creativity, collaboration, and critical thinking to assist students in succeeding in the information age. Students are given opportunities to strive as twenty-first century scholars. Schools are thriving without bells ringing because administrators have chosen to form a vision around the access to technology. The qualities of innovative leaders: passion for innovation; a long-term perspective; the courage to fail and learn from failure; and the deep engagement with the innovators willingness to tolerate mavericks and defend them from middle management. (Bill George, 2012). These qualities support 21st century leadership.

As 21st century leaders, “thinking out of the box,” is the foundation for creating a culture and climate for innovation to thrive. Students arrive to class without a bell ringing, while logging into a virtual world that assimilates learning as a non-negotiable academic experience that meets students wherever they may be. School leaders develop and implement curricula that align to state standards and it’s attainable for all students. The bell was taken for granted. The ringing of the school bell is not the reason for students attending class. Students attend classes intrinsically motivated to be in a place where learning is challenging, inspirational, and attainable.



*Dr. Hopkins served as
TPA President for the
2020-2021 term.*



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FREE Professional Development Resources For Educators

The Bobbie Solley Center for Excellence in Teaching (BSCET) at Freed-Hardeman University is supported by input from experienced professionals who are working in the field of education. The center's mission is to develop teacher and school leaders committed to making a positive impact on student learning and fostering high student academic achievement for diverse student populations. Currently, the center provides relevant, high-quality professional development opportunities for educators free of charge. These sessions are facilitated by educators across Tennessee and beyond.

For a complete list of upcoming sessions, scan the QR code or visit:



fhu.edu/bobbie-solley-center-of-excellence-in-teaching

GRADUATE EDUCATION

Do you want to better serve your school? Freed-Hardeman University's selection of online graduate programs meets a broad range of school needs, with master's and post-master's programs in curriculum and instruction, literacy, special education and administration and supervision, as well as initial teacher licensure and a variety of endorsement areas.

DEGREES OFFERED:

Doctor of Education in Instructional Leadership
Education Specialist in Instructional Leadership
Master of Education in Instructional Leadership
Master of Education in Literacy (emphasis in ESL)
Master of Education in Curriculum & Instruction
Master of Arts in Teaching
Master of Arts in Teaching in Special Education



FREED-HARDEMAN
UNIVERSITY

fhu.edu/GradEducation



Tyler Salyer: Tennessee Principal of the Year

“...some of the things I learned going through the process for applying for Tennessee Principal of the Year.”



While shock is the word that continues to come to mind, it doesn't adequately express how I felt upon hearing my name called as one of two principals of the year for the state of Tennessee for 2021-2022. My wife and our twin girls rode up to Nashville with me for the ceremony. Our girls are seven years old and to them the event that

evening was an obligation in the way of them getting to see all the Christmas decorations we promised we would show them the next morning at the Opryland Hotel.

Having not heard anything in advance of the ceremony about needing to prepare a speech, something that was hinted at for the winner in my last talk with the TN Department of Education, I was grateful to attend and celebrate others. When they announced the award, I'm sure I looked like a student who wasn't paying attention in class, my head shooting around when I heard my name called. For the rest of this article, I'd like to share with you some things I learned going through the process of applying for Tennessee Principal of the Year that I hope can help us all grow as school leaders.

School leaders do not like to focus on themselves.

The best principals I've had the honor of working with have the mentality that it's about the "We", not the "Me." To succeed in the school setting principals quickly come to realize there is only so much we can do. Principals are encouragers and focus more of their energy lifting others up than they do acknowledging the hard work they've put into their role. All these things are important and separate principals by their heart's purpose for the position they hold. However, this application process forces you to step back and look at all the things that have been accomplished under your tenure. While I know with all my heart that we would not be where we are on our journey without the involvement and support of so many others, some of the comments that have been said to and about me throughout this process will be cherished for the rest of my life.

School leaders understand that students come first...and everyone must believe it.

This is one of those things that people say but actions don't always support. If you want a group of people to all move in the same direction, with the same passionate mission, you must consistently measure every decision in child benefit. I believe a lot of principals make decisions in this way, but some struggle with communicating to others why the decision they made was necessary.

If a school leader believes that students are at the heart of every decision but no one else does, that person is a manager, not a leader. I struggle with asking people for help when I need something, but I will be the first person to go to bat for a child. School leaders who make the greatest impact can help others see situations through the same lens. During the application process, you must describe the positive impact your school has had on students. When you have a school with a student-first mindset, there are not enough pages in the world to share the stories of all the students whose lives have been changed by the educators in your building.

School leaders acknowledge their weaknesses, identify adversity, and create a plan to grow.

This is the easy one for me. I can easily share with all of you the areas where I struggle and cannot move forward without the support of others. The job of a principal is so overwhelming and all-consuming that even Superman himself couldn't keep up with the demands and aspirations that are on us each day. However, many of us feel that we must present ourselves as an iconic figure that always has unending time and mental strength regardless of the circumstances. The tragedy with this line of thinking is that no matter how much time, effort, and energy you pour into the role, you can always give more.

"If a school leader believes that students are at the heart of every decision but no one else does, that person is a manager, not a leader."

When I first became a principal, our Assistant Superintendent sat me down with the TEAM administrator rubric

and started going through it, I immediately felt small, unworthy, undeserving, and that no matter how hard I tried, I was going to fail. He ended by telling me that which I was already thinking, there was no way I was going to be able to do each of those things, especially my first year. He told me to focus on one or two to grow in while acknowledging the areas I was weakest. I was reminded that you eat an elephant one bite at a time, but the most important part was that you keep eating. As I went through the process of applying for Principal of the Year for the state, I had to acknowledge areas of weakness and my plan for improving. I was honest and sincere about my current reality as a principal and my plan for improving my practice.

In the end, the award was a huge honor, but the growth process I went through during the application process helped mold me into a better leader. If you've been nominated this year, congratulations! Enjoy the process and realize that just being nominated by your district is a huge honor. If this was not your year to be nominated, I encourage you to continue to work on yourself as a school leader. You might find contentment or peace in your position that are worth far more than any award.

Newly-Elected TPA Board Member

Tennessee Representation at the National Level

(continued from page 4)



Dr. Janice Irvin has been elected as TPA Vice-President for 2022-2023.

Janice is Principal at Kennedy Elementary in Kingsport, Tennessee.

Congratulations, Janice!

NAESP National Presidents

Gilman Jenkins

- NAESP President (1983-1984)
- Board Member (1979-1985)

Dr. Yvonne Allen

- NAESP President (1997-1998)
- Board Member (1993-1999)

Dr. Nancy Flatt Meador

- NAESP President (2013-2014)
- Board Member (2009-2014)

Dr. Brian Partin

- NAESP President (2017-2018)
- Board Member (2014-2021)

Dr. Kimbrelle Lewis

- NAESP President (2020-2021)
- Board Member (2014-2021)

Dr. Kevin Armstrong

- NAESP Vice President (2022-2023)
- Board Member (2018-2022)

NAESP Zone 4 Board of Director

Sherry Phillips

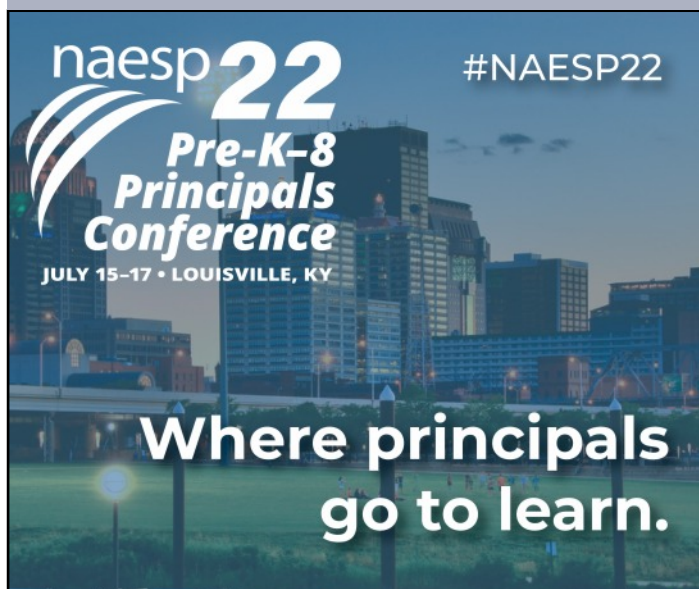
Teresa Dennis (2011-2012)

Sharon McNary (2015-2018)

Dr. Ann-Marie Gleason (2019-2022)

Dr. Ashley Aldridge-Wilson (2022-2025)

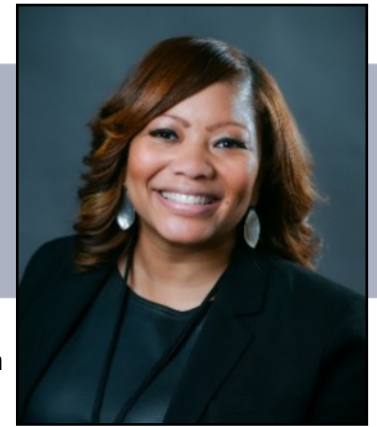
NAESP Conference | Louisville, KY | July 15-17



www.naespconference.org

A Principal's Never-Ending Work is Essential to School Success

By Dr. Adrienne Battle, Director, Metro Nashville Public Schools



Thank you so much to the Tennessee Principals Association for naming me Supervisor of the Year for 2021. It means a lot to me to be recognized for supporting principals in your extremely challenging but immensely rewarding work.

And I couldn't do it without the great Metro Nashville Public Schools team that walks this journey with me every day or without my husband, our children and my mom.

My journey as an educator began not when I was student-teaching in college, not when I was coming out of graduate school, but when I was in the third grade. I know that might seem a little early to be imagining a life in classrooms and cafeterias instead of just thinking about getting good grades, playing with friends and staying on my parents' good side.

But third grade really was when it hit me that I wanted to be a teacher. I can't remember exactly if it was in language arts, math, social studies or science that I first felt that call, but I wanted to do the same kind of work and have a chance to make the same kind of impact that my own teachers were making on me.

Because that impact was big. Throughout my years as a student here in Metro Nashville Public Schools, my teachers helped me see a big world – and big possibilities for my future.

They showed me I could be a successful student and a multi-sport athlete. They made sure I always had my eyes on the prize. They cared about me and pushed me to excel.

Teachers today are making the same sort of impression on millions of children, and it's principals' job to guide teachers, to inspire them, to praise them when they succeed, and to provide that critical feedback and support so that they can become even better at their jobs and at guiding our next generation to success.

Eye of the hurricane

But that's not where the principal's story ends. The principal is the CEO, the head coach, the conductor, the logistics manager, the tone-setter, the shoulder to cry on, the traffic cop – or maybe the eye of the hurricane is the best way to put it!

Principals, you do so much to lead your schools forward day after day, and I know you don't always get the credit you deserve. I applaud you, just as your own district leaders and countless other people applaud you.

There is so much riding on our schools' success. The work we all do – and that our teams do – is so important not only in the individual lives of the students and families we serve but also in the strengthening of our society and our democratic institutions, both now and in the future.

And we know that no school is going to be successful unless there is a strong principal leader at the helm to create a culture and climate of support, appreciation and high expectations that everyone must meet. All our principals in MNPS know how important continuous improvement is – or, as I like to put it, know where you are, but don't stay there.

Helping principals thrive

A principal's job was busy and challenging enough before we ran up against a global pandemic for which we had no playbook. There were so many new questions to answer, puzzles to solve and logistical challenges to meet so that we could keep educating our students, even if we couldn't be in the same room with them.

At MNPS, we're delighted to be back in person – with zero school closures this year – but many of those challenges remain. COVID is still with us. Protecting our students' and staff members' health and safety is still top of mind.

So we've done a few things in our district to try to make life a little easier for our principals, make sure they have the autonomy they need to run their schools the right way and help them go “from surviving to thriving” during this time, which is even more challenging than the old “normal” we left behind two years ago. These have been our strategies for transformational and innovative leadership:

Student-Based Budgeting: I'm very excited to work in a district that has adopted a student-based budgeting model in which we allocate funds directly to schools

based on the needs of their student population. This process takes the role of principal from more managerial, fitting within tight budget parameters controlled by a central office, to a leadership role. Principals then get to make the investments they think are best to meet the needs of their unique student population and based on the models they have chosen to lead to better outcomes for their students.

Spiraling ESSER Funds Directly to Schools: We have also directly spiraled our ESSER funds to schools, using an equity matrix like we have within student-based budgeting. This prioritizes funding allocations towards schools with the students with the highest needs, while having a baseline level of support for each school. We've seen some great innovation in funding things like equipment and supplies to incorporate digital technology, funding more EL certifications for teachers, and adopting programs such as AVID or other development tools meant to grow student outcomes and focus the instructional model of the school in a cohesive and comprehensive way.

Reorganizing the Central Office as a Support Hub: The way I see it, our one job in the district's administration is to support schools so that staff have what they need to help students succeed. I know it's a hard habit to break, but we don't call ourselves "the central office" anymore. We're the Support Hub now. We exist to help our schools, where the real action is always happening.

Metro Schools Re-Imagined: We are taking a comprehensive look at how to improve academic outcomes for all students, from beginning to move fifth grade back into elementary schools to strengthening academic pathways to making the hard decisions to consolidate and close some schools that were well below capacity. Our principals are leading many of these conversations.

School Visits: I'm out in schools every week with my senior team to get a feel for what's happening and hear about schools' needs. Principals have told me they appreciate my being there so often.

Principals Advisory Group: It's important to me to let principals know what I'm thinking and to hear what they're thinking. I have a group of about 30 principals I speak with regularly about changes that are coming, and they help me see what is going to work and what might need a tweak or two.

A clear mission

Throughout the pandemic, I've focused on making the big decisions about health and safety so that our principals could focus on educating kids, which is a big enough job already. And the pandemic has added plenty to everyone's plate as it is.

Educator Todd Whitaker reminds us that "great principals have clarity about who they are, what they do, and how others perceive them." As director of schools, I want to do everything I can do to give principals that clarity about what they do.

And they do it very well, because they know who they are, what they believe, and what our mission is: to make sure every student is known, cared for, supported and on a path to success. Every child is a unique and interesting individual, and we need to know and understand them and meet them where they are so they will have every chance to succeed.

I've had a lot of titles and positions in my career, but I will never be prouder of a job I've done than I am of my years as a principal. The work you all do is essential, and I wish all of you the best as you continue to lead and serve in every part of Tennessee.



Dr. Adrienne Battle, Superintendent of MNPS (left) is presented with the "2021 Supervisor of the Year" Award by TPA President, Dr. Julie Hopkins at the 2021 Annual TPA Conference in Nashville.



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Balancing the **PRINCIPALSHIP**



*Life is like riding a bike.
Without balance, it's a shaky ride.*

2022 TPA Conference: Balancing the Principalsip
November 13-15 | Dollywood's DreamMore Resort & Spa





2022 TPA Conference Ruby Payne, Keynote Speaker

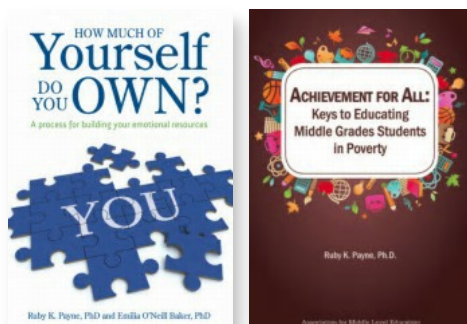
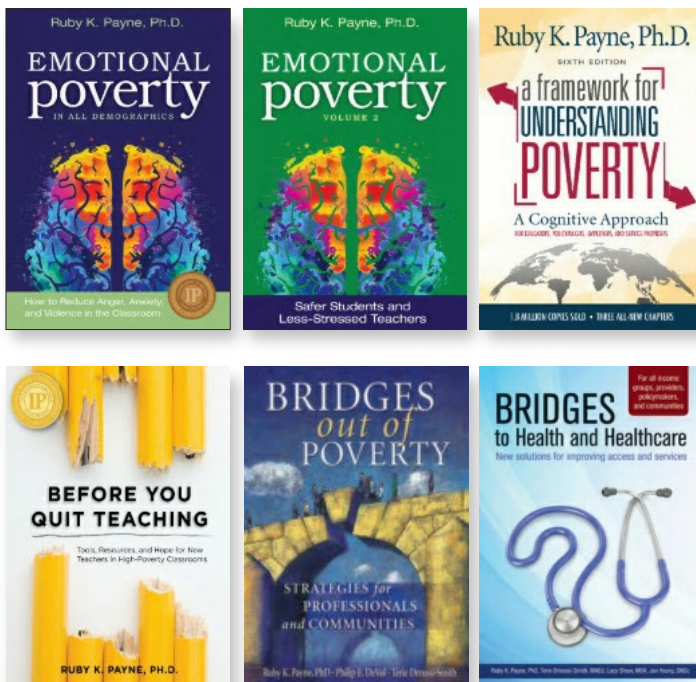
Ruby Payne is the authority on working across economic classes to create sustainable communities where everyone can live well. An engaging and down-to-earth speaker, Payne translates abstract concepts into concrete strategies with a sense of humor that leaves audiences wanting more.

After changing the conversation in education to focus on poverty, Payne's work expanded into social services, criminal justice, healthcare, the workplace, and emotional poverty. Two recent publications won IPPY awards: *Emotional Poverty in All Demographics* and *Before You Quit Teaching*.

Payne has written or coauthored many other books, including *Bridges Out of Poverty*. Her book *A Framework for Understanding Poverty* has sold 1.8 million copies and continues to help people achieve success.

Payne's efforts have achieved a global reach, and she has worked in Australia, China, Europe, India, North America, and Southeast Asia. Payne founded aha! Process, a publishing and consulting firm, in 1996.

aha! Process has received awards for its publications. Payne has published books with Solution Tree Press and the Association for Middle Level Education.



**2022 Conference Dates
November 13-15, 2022**

**Dollywood DreamMore
Resort and Spa**

Room Rate: \$179

Book by 10/13/2022

Online conference
registration available
soon: **www.tnprin.org**.

TPA Receives Awards from NAESP for Membership Growth

“On behalf of the NAESP Board of Directors and the NAESP staff, we again congratulate the Tennessee Principals Association for being recognized as a leader in membership among NAESP state affiliates for the 2021-22 year in the following categories:

- Second Highest Increase In Membership
- Highest Membership in NAESP, Zone 4

These awards are a token of our appreciation of your support for NAESP and the members we serve.”

Jackie McGrail, Associate Executive Director
Membership, Development, and Affiliated Services
National Association of Elementary School Principals

Shay Siler and Tara Loba are presented with Membership Awards from 2021-2022 NAESP President, Paul Wenger, at this year's General Assembly at the National Leaders Conference.



Photo credit: Lifetouch, the Official Photographer of the National Association of Elementary School Principals.

Membership Update

Shay Siler, TPA/NAESP State Representative

The Tennessee Principals Association strives annually to provide meaningful and authentic resources for its members. Membership in TPA ensures access to relevant and timely professional learning through TPA and NAESP. Two million dollars of liability insurance is guaranteed for members. Networking opportunities are available through the TPA and NAESP annual conferences.

Tennessee Principals Association seeks to Empower, Support and Connect its members while seeking to refine services for principals and school leaders. TPA's membership continues to grow, as we focus on the challenges principals face on a daily basis. Tennessee Principals Association will continue to support and empower principals, as we lead in the weeks and months ahead.

We are proud to have you as a member. Please help us share the word about TPA with your colleagues. We are a stronger organization because of you and your involvement with TPA. Stronger Together!



Serving Principals at the State and National Levels

Ann-Marie Gleason, Ed.D.
NAESP Zone 4 Director



When I became an Assistant Principal in the Spring of 2005, I received an extremely valuable piece of advice from my mentor, Dr. Kay Shepard. Dr. Shepard told me that one of the most important decisions I would make as a school leader was to join TPA and NAESP. While I initially joined TPA so that I could attend the state conference, meet and collaborate with administrators from across the state, and have liability insurance, I never could have imagined having the opportunity to serve in leadership roles within this outstanding organization.

It has been an honor to have served on the Board of the Tennessee Principals Association for the past nine years. At the end of July, I will be concluding my three-year term as the NAESP Zone Director for the Southeastern states. I have had the privilege of seeing the “behind the scenes” operations of both organizations. There are numerous lessons that I have learned through watching these organizations support and empower principals across the state and the country. Here are a few of the many insights I have gleaned; these have reinforced my existing leadership practices and challenged me to become a better leader:

Plan Strategically: Did you know that both TPA and NAESP have strategic plans that are reviewed on a regular basis? Similar to our School Improvement Plans and SMART Goals, both organizations have elicited feedback from the membership to write timely, meaningful goals that support the organizations’ missions.

When Urgent Needs Occur, Provide Timely Responses: During my time on the NAESP Board I observed the urgent responses to the COVID 19 pandemic as well as the events of racial and social injustice in our country. NAESP formed task forces comprised of experts and practitioners from across the country to hear the needs of our principals. Support was provided in form of webinars, research briefs, and professional development opportunities. Within our schools, we have also pivoted and provided timely responses to the needs of our school community during these challenging times. It is vital to listen to the voices of

teachers and staff so that we know the perspectives of those who are on the “front line” of service to our students.

Honor Your Chain of Communication: As NAESP and TPA made decisions regarding the cancellations of events and conferences, both organizations notified their Board members prior to the information becoming public. This enabled the leadership in both organizations to understand the “why” behind the decisions, so that they could be better equipped to answer questions from our member-ship. We should strive for the same communication pattern within our schools. When decisions are finalized, they should be communicated with the faculty and staff first, rather than notifying them at the same time as the community at large.

Surround Yourself With a Strong, Diverse Team: No amount of training, education, or experience could prepare us for the principalship. The needs of students, staff, and our school communities are ever changing. Just as NAESP and TPA have advisory boards are filled with administrators from a variety of professional venues, our school leadership teams/advisory boards should be comprised of knowledgeable individuals who help us to have a complete perspective of the strengths and needs of our school community.

Be Transparent: As school leaders we make numerous decisions every day. Some decisions impact only a few individuals, and some decisions impact everyone in the school community. As school leaders, it is important that we communicate the rationale for our decisions. We should not feel intimidated when we are asked to explain our decisions. Helping others understand “The Why” behind our decisions gives insight and perspective to our school community.

I encourage each of you, if you feel led, to find ways to serve your local, state, and national principal organization. Representing the principals of the state of Tennessee and Zone 4 has been a privilege and an honor for which I will be forever grateful. I will continue to seek out opportunities to support TPA and NAESP, as they have influenced my career immeasurably.



From Surviving to Thriving, Strategies for Transformational and Innovative Leadership

By Tara Bell Loba, Ed.D. - President, TPA

For a large part of my life, I have been in education in one capacity or another. For the most part, we knew what was expected of our role in education. In the last few years, due to the changes of leading education in times of a pandemic, we have been tasked with finding different approaches to lead our schools in ways we could not have predicted. My presidential theme this year, *"From Surviving to Thriving, Strategies for Transformational and Innovative Leadership"* focused on transformational and innovative leadership opportunities to achieve our goal of supporting students during times of change.

Transformational leaders find ways to inspire those you lead. Leaders have been tasked during these changing times to find a better way to achieve your schools' goals. We have discovered that we couldn't continue to lead or to teach in the same ways and expect the same results. Our students were not the same students that left us in March of 2020. Educators were not the same educators that left our buildings. Students' and educators' needs were different. The focus could not be just about academics. We needed to provide supports that focused on the whole child. There has been a significant need for leaders to shift the focus to the well-being of our students and the adults that teach and care for them daily.

Principals have had to be willing to embrace the new normal and shift the mindset to that of an innovative leader. This new normal gave us an opportunity to be creative in how we support our students. Innovative leadership is an opportunity to inspire productivity in our schools through making a shift of how to lead our schools by focusing on new approaches that have not been attempted in the past. This ability to be an innovative leader in this new time of uncertainty was an opportunity for schools to move from surviving to thriving. During this shift, educational leaders have had to adapt and be willing to embrace the change that we all are facing in education over the last few years. Our students are facing trauma and struggling with the changes in their home lives and the changes in how they attend school. Schools have had to be prepared to meet the social and emotional needs of our students while maintaining a focus on academic.

Education may look different in the times that we are in but one thing that has not changed is the "why" of educational leaders. Why did you become a leader of a school? Principals across our state and nation work to make positive changes in the lives of children. As we continue this school year, look toward the opportunities to lead, and know that our children are thriving because you are making a difference in their lives every day.

2022-2023 Dues Structure: TPA and NAESP

Category	Dues
Active (A)	\$ 499
Institutional (B)	\$ 549
Asst. Principal (AAP)	\$ 454
Aspiring (G)	\$ 214
Associate (P)	\$ 324
Emeritus (E)	\$ 229
Secondary (S)	\$ 225

[Click here](#) to renew your membership or to join TPA.



Dr. Tara Loba and Dr. Adrienne Battle, Director - MNPS, at the 2021 TPA Conference in Nashville, TN.

Photo Gallery: 2021 TPA Conference



**Awards
Ceremony
at the
2021 TPA
Conference**

**Presenter:
Dr. Julie
Hopkins**



**Thank
You All
for Your
Outstanding
Work!**

**TPA
Appreciates
You!!**



Photo Gallery: 2021 TPA Conference



2020-2021 Award Winners Not Pictured:

Amy Via, 2020 National Outstanding Assistant Principal
Sharon McNary, 2020 Robert Frazier Meritorious Service
Tanisha Heaston, 2020 Robert Frazier Meritorious Service
Adrienne Battle, Supervisor of the Year (*Pictured on page 10*)
Kimbrelle Barbosa Lewis, NAESP Past President

2021 Conference Committee Recognition:

Tara Loba, Julie Hopkins, DeeAnne Miree, Ann-Marie Gleason,
Shelley Archuleta-Smith, Janice Irvin

...and a good time was had by all.

See you in Pigeon Forge!

[Conference Information / Registration](#)

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