

## IN THIS ISSUE

### FOR YOU

President's  
Perspective ..... 3

Support NAESP  
Leaders: Election 2013 .. 4

Election/Candidates'  
Statements ..... 4

New Resources  
for New Principals ..... 8

NAESP's Policy and  
Advocacy Agenda ..... 9

### FOR YOUR TEACHERS

What Teachers Need from  
Principals ..... 10

### FOR YOUR SCHOOL

Cultivating a Culture  
of Respect at the  
Middle Level ..... 11

Four Ways Student  
Councils Can Serve  
Schools ..... 11

## FOR YOU

# Maximize a Multigenerational Staff

By John F. Eller and Sheila A. Eller

*The diversity in age and experiences of our staffs, one of our schools' greatest strengths, can also cause problems. The Baby Boomer who works until 9 p.m. to finish planning a complex field trip may become incensed when her Generation X colleague chooses to go to the gym at 7 p.m. instead of wrapping things up. Their Generation Y coworker may be puzzled about why neither the Baby Boomer nor the Gen-Xer responds to his text and instant messages.*

### MOTIVATIONAL STRATEGIES

Principals must possess a clear understanding of the differing perspectives of multigenerational staffs. Many schools are staffed with significant numbers of employees in each of the three



generations that are actively working. Here are some helpful strategies for working successfully with staff members of various generations.

**BABY BOOMERS.** Baby Boomers are motivated by service and the spirit of team, and principals can successfully appeal to their sense of dedication and commitment to the organization. Principals can motivate them by providing feedback and reinforcement about the amount of time they put in, their impact on the organization and the students, and appreciation for their efforts. As an additional motivator, encourage Baby Boomers to consider the legacy they plan to leave the school as they approach their retirement.

**GENERATION X.** Because Generation X employees value autonomy, you need to provide them opportunities for some decision-making related to their work environment. Principals may want to set broad parameters

and then let them make decisions within them. Flexible scheduling, office hours for parental contact versus scheduled parent-teacher conferences, and flexible duty hours may motivate Gen-Xers by allowing them autonomy

and the ability to balance home and work. Convey your understanding related to home/life issues and praise them for their effort to balance competing demands on their time.

**GENERATION Y.** Since Generation Y workers are the newest in the workplace, we are still figuring them out. Recognition of their ability to multi-task and still pay attention to the details motivates them. Allow Generation Y staff to use new technology and text during staff meetings, and give them permission to use technology in their classrooms. Recognizing these employees for efforts that may seem to be trivial to us, but important to them, will also be motivational. Simple, tangible rewards given privately to these employees may pay dividends in increased motivation. Check in frequently and ask them how they are doing.

### IMPROVING OVERALL WORKING

*continued on page 2*

## NAESP

### Board of Directors

President

Mark O. Terry

President-Elect

Nancy Flatt Meador

Zone 1 Jillayne Flanders

Zone 2 John E. Stimmel

Zone 3 Dean Warrenfeltz

Zone 4 Teresa Dennis

Zone 5 Travis Wyatt

Zone 6 Mark J. White

Zone 7 Steven Geis

Zone 8 Tammy Condren

Zone 9 Robyn Conrad

At Large

Raul Sanchez

Sharon Pitts

### NAESP Staff

Gail Connelly

Executive Director and  
NAESP Foundation President

Ernest J. Mannino

Deputy Executive

Director, Governance &  
Government Relations and  
NAESP Foundation CEO

Michael L. Schooley

Deputy Executive Director,  
National Principals Resource  
Center

Kaylen Tucker

Communicator Editor

Meredith Barnett

Associate Editor/Writer

Edwin Colbert

Editorial Assistant/Writer

Communicator (ISSN 0745-2233) is published monthly by the National Association of Elementary School Principals, 1615 Duke St., Alexandria, VA 22314-3483; 703-684-3345.

Subscriptions are available only as part of membership. Annual active membership dues in the Association are \$235, institutional/subscription membership for libraries and other organizations is \$150. Third-class postage paid in Washington, D.C., and at additional mailing offices. Postmaster: Please send address changes to NAESP Member Services.

© 2013

National Association of Elementary School Principals. All rights reserved.

## RELATIONSHIPS

In order for a school to operate most efficiently and effectively, we need a balance of all three generations. School leaders should help employees see and appreciate the different perspectives brought by each generational group. We hold open conversations about this topic so that these differences can be identified and appreciated. A recent *Education Digest* article, "When Generations Collide" by Piper Fogg, summarizes some of the major characteristics and perspectives of the generations we supervise in our schools (see Generations Cheat Sheet).

## GENERATIONS CHEAT SHEET

Generation	Age	Values
Baby Boomers	Born between 1946 and 1964	Dedication, service, legacy
Generation X	Born between 1964 and 1982	Autonomy, opportunities for decision-making, work-life balance
Generation Y	Born between 1982 and the late 1990s	Technology, tangible rewards

## GENERATIONS ACTIVITY

One activity that we conduct to build understanding of various generational points of view also focuses on how staff can use these perspectives as a faculty. The activity can be broken down into the following steps:

- ◆ The leader divides people up into smaller groups based on their birth eras (in some faculties, this might be based on the traditional generational divisions; in other larger faculties, the groups might be based on birth date ranges—for example, those born in the 1950s, etc.)
- ◆ Each group is asked to write responses to the following on chart paper:
  - The major cultural influences they remember from their era (movies, news stories, products, etc.);
  - The major political influences they

remember from their era (presidents, major legislative actions, political debates and issues, etc.); and

- Their attitudes toward work and supervision (the work ethic and guidelines from their first job, how they were rewarded, supervisor expectations, etc.).
- ◆ Each group reports out on the major components of their generation. Then, the generational groups are organized into multi-generational groups to discuss the following:
  - What they learned as a result of the activity;
  - How they think the diversity that each generation brings can be helpful to their work as a team at the school; and
  - How they plan to positively work through issues they may encounter when the diverse perspectives and experiences cause problems with team operation.

We use the information gathered from this activity in future conversations and activities. For example, when we form grade-level teams, task forces, and committees, we attempt to include teachers from multiple perspectives so that we fully examine issues and develop the best strategies and solutions possible. It's important to tell these team members why we selected a diverse team and provide time for them to identify and use the various talents present.

Building awareness of and embracing the diversity represented as a result of the multiple generations on our staffs helps us see issues from multiple perspectives and work together to better help our children learn and grow.

**John F. Eller**, a former principal, is a professor of educational leadership at St. Cloud State University and is president of Eller and Associates, which provides support to education leaders.

**Sheila A. Eller** is principal of Bel Air Elementary School in New Brighton, Minnesota.

Purchase a copy of the authors' book, *Working With Difficult & Resistant Staff*, from NAESP's National Principals Resource Center at [naesp.org/nprc](http://naesp.org/nprc).

# President's Perspective: Speaking Up—Together

By Mark O. Terry

The elementary and middle-level principals I know are “doers.” Outside of their busy school days, many of them donate their time and money to humanitarian organizations, work for their local churches, and serve as leaders in their state associations. When they see a problem in their school or community, they step up and they speak up.

But when the subject of education at the federal level comes up, many principals, even ones who are active at their local level, say, “Oh, that doesn’t pertain to me.” But now, more than ever, principals’ stories need to be heard.

Most principals understand the key role they play in helping their local legislators understand the challenges schools face in this era of reduced funding: a rapidly

growing population of non-English speaking students, expanding numbers of children living in poverty, greater expectations for accountability, and more.

**But education isn’t just a local issue any longer. The reauthorization of ESEA, calls for greater “school choice,” punitive measures for schools not making AYP, Title Funds, Migrant Education Funding, Military Impact Aid—these all affect us as school leaders.**

It is not enough anymore for principals to only work to influence the local political scene.

Maybe you’re wondering how you’re supposed to have time to be “the voice of the principalship,” as I once questioned. Does what we say actually get through to all those lawmakers in Washington, D.C.? How can we really make an impact?

I’m here to tell you that we can make a difference, if we step up, speak up, and stand together. Elected officials do listen—but they listen a lot more closely when I tell

them the impact legislation has on my school and my community. Legislators will tell me that they don’t hear from principals, but they do hear from the homeschool lobby, education venture capitalists, and those decrying public education. Many times I have been told by legislators to return with more principals. So I do, at events like NAESP’s National Leaders Conference, which happened last month and gave close to 200 principals the chance to meet with lawmakers and advocate for smart education policies.



## Only after I became actively involved with NAESP

**did I realize the impact principals can have on the national conversation regarding public education.**

Together, at activities like the National Leaders Conference or through NAESP’s Federal Relations Network or by supporting the organization’s leadership on the Board of Directors, we can join together to tell our story.

As principals, we know that the underpinning of our nation, the bedrock of the American experience,

is centered in our schools. Schools are not business opportunities for venture capitalists. Our schools exist to teach all children to be solid, honest, hardworking, generous citizens. We, as citizens ourselves and as principals, have a duty—I actually believe it’s a sacred honor—to lend our voices to the national debate on education. Let’s speak up, together.

*Mark O. Terry is NAESP President and principal of Eubanks Intermediate School in Southlake, Texas.*

I’m here to tell you that we can make a difference, if we step up, speak up, and stand together. Elected officials do listen—but they listen a lot more closely when I tell them the impact legislation has on my school and my community.



**DEAN M. WARRENFELTZ**  
**CANDIDATE FOR PRESIDENT-ELECT**

### **Supporting Principals for Better Schools**

I seek to serve NAESP as President-Elect because my experiences with NAESP have made me a better principal. When I am a better principal, I help my teachers to be better teachers and my school becomes a better school. Ultimately, this has an impact on the students we serve. They are the reason that we are in this business. I choose to serve NAESP to be a part of providing opportunities for thousands of principals to become better principals, to help their teachers and schools improve, and to improve the educational lives of hundreds of thousands of kids.

As a member of the Board leadership, I will focus on three areas: maintaining NAESP's strong voice for the principalship on the national level, ensuring that NAESP continues to be the best resource for our members for professional development, and continuing the progress that we have made toward improving NAESP's financial standing.

NAESP's advocacy program has progressed from knocking on doors to try to be heard to being invited to be at the table in the formative phase of new legislation, policy, and procedures. We must cultivate the relationships that have been built on Capitol Hill and with the United States Department of Education. We must also build on collaborative efforts with other education associations including AASA and NASSP—uniting our voices politically while carefully maintaining and protecting our primary purpose of being *the* national voice for elementary and middle-level principals.

Professional resources provided by NAESP have continued to improve. Online publications, webinars, and *Principal* magazine keep members updated on the latest educational trends, policies, research, and best practices. The "crown jewel" in all of this is the NAESP National Conference—Best Practices for Better Schools. We must continue the efforts to provide the best professional development and resources, and be willing to take the risks, such as piloting a summer conference, to make these programs more accessible to our members.

NAESP's leadership must continue to make sound financial decisions to strengthen our fiscal standing. I am committed to building on the cash reserve that we have established so that NAESP is able to rest assured that we will survive any future financial crisis. At the same time, we must continue to work with state affiliates to support each other in efforts to grow membership.

NAESP has a proud history of supporting and advocating for elementary and middle-level principals. As President-Elect I will do my best to honor that tradition by being a strong voice for principals and public schools, ensuring that we continue to provide the best staff development available and making decisions that help us remain financially sound.

It would be an honor to serve you, the members of NAESP, as your President-Elect.

**Dean M. Warrenfeltz**  
Principal, Winchester Avenue School  
Martinsburg, West Virginia

**Professional Experience:** Principal, Winchester Avenue School, 2006-present — Principal, Burke Street School, 2000-2006 — Hedgesville High School, 1991-2000 (Principal, 1998-2000; Assistant Principal, 1991-1998) — Music Teacher, Martinsburg South Middle School, 1982-1991

**Professional Affiliations:** NAESP, 1999-present (Board of Directors, Zone 3 Director, 2010-2013; West Virginia State Representative, 2008-2010; Nominations Committee, 2009; West Virginia Federal Relations Coordinator, 1997-2008) — West Virginia Association of Elementary and Middle School Principals, 1999-present (President, 2006-2008; President-Elect, 2005-2006; Vice President, 2004-2005) — Berkeley County Principal's Association (President, 2002-2004; Vice President, 2004-2005)

**Professional Honors:** National Distinguished Principal, 2009 — Title I Distinguished School (Winchester Avenue School), 2005-2009 — West Virginia School of Excellence (Burke Street School), 2001 — Title I Distinguished School (Burke Street School), 2001-2002

**Civic/Community Honors:** Otterbein United Methodist Church, 1990-present (Council Member 1991-1994; Choir Director, 1988-1992; Children's Department Director, 1995-1998 and 2011-present; Middle School Sunday School Teacher, 2000-2008; Contemporary Service Music Leader, 2010-present) — Loyal Order of Moose, Lodge 120, Member, 1980-present — Elks Lodge 778, Member, 1992-present

**Education:** M.A., Educational Administration, West Virginia University, 1989; B.A., Music Education, Frostburg State University, 1977

## Support NAESP Leaders: Election 2013

Make sure that you're ready to vote online in this year's Board of Directors election.

Online voting is quick, simple, and completely confidential. All you have to do is log in to access your electronic ballot on the NAESP website. Members will be notified when voting opens; the election period is April 1-30.

To vote online, go to [naesp.org](http://naesp.org) and log in.

If you have never logged in (or if it has been a while):

- Your "User name" is the email address NAESP has on file with your membership.
- Your "Password" is your last name the first time you log in. If you have changed your password and can't remember, click on "Request new password" and follow the instructions.

*Eligible members may request a paper ballot by calling Jennifer Shannon at 703-518-6286. Paper ballots must be received by NAESP by April 30 to be counted.*



**MARK J. WHITE**  
**CANDIDATE FOR PRESIDENT-ELECT**

**Making a Positive Difference**

Beginning my career as a principal 25 years ago, I was probably a little naïve about many aspects of the important work we do. During my first year, I quickly realized I needed resources and the support of other principals to be successful. Being the best principal possible was my goal then, just as it is today. Support from my state association and NAESP continues to be the bedrock that helps me succeed as a principal.

The position of building principal is complex, and the demands are great. Leadership encompasses many dimensions as we work to improve the lives and learning of our students and staff. Principals put in endless hours and rarely stop thinking about what should be done next about instruction, school climate, school safety, assessment, and other concerns. Perhaps the position is worthy of a superhero to do it all! NAESP is there to help with making the job manageable for all of us mere mortals. That assistance comes in the form of resources and information, advocacy to push for legislation, and networking opportunities to learn from each other. A major goal of mine will be to keep NAESP relevant to the changing needs of our members, both experienced and those new to the position.

I have benefitted from my experiences as an elementary school principal in La Crosse, Wisconsin, and in several roles with the Association of Wisconsin School Administrators, including as President. I have held the positions of NAESP State Representative and Federal Relations Coordinator. I am currently in my third year on the Board of Directors representing Iowa, Michigan, and Wisconsin.

I have worked with my fellow NAESP board members to solve difficult issues and have contributed guidance on programming, advocacy, and NAESP policy. Opportunities for NAESP have resulted from our decisions. I am ready to give back to the Association by playing a larger role in NAESP's governance. I would look forward, as a humble servant leader, to working with colleagues from across the United States to let anyone who will listen know that the role of building principal is difficult work that is done in heroic fashion by 20,000 NAESP members.

I believe the next several years will be an exciting time as NAESP moves forward. I am passionate about the principalship and will work diligently to make sure that others hear about our successes, challenges, students, hard-working teachers, and what is needed for principals to reach high standards.

Each day we have the tremendous opportunity to influence the future and make a positive difference in the lives of our students. I see this candidacy for NAESP President-Elect similarly; it is the opportunity of a lifetime and an honor. Therefore, it will be my mission to do all I can to make a positive difference for elementary and middle school principals and their students.

**Mark J. White**  
Principal, Hintgen Elementary School  
La Crosse, Wisconsin

**Professional Experience:** Principal, Hintgen Elementary School, 1990-present — Director of PreK Programming, School District of La Crosse, 2009-present — Principal, Alma Center Elementary, Alma Center, WI, 1988-1990 — Teacher, Longfellow Middle School, La Crosse, WI, 1984-1988 — Teacher, Ripon Middle School, Ripon, WI, 1982-1984

**Professional Affiliations:** NAESP, 1988-present (Board of Directors, Zone 6 Director, 2010-2013; Wisconsin State Representative, 2006-2010; Resolutions Committee Alternate, 2008-2009; No Child Left Behind Task Force, 2005-2006; Wisconsin Federal Relations Coordinator, 2004-2006) — Association of Wisconsin School Administrators, 1988-present (President, 2003-2004; Region 4 Director, 1999-2002) — Association of La Crosse School Administrators, President, 1994-1995 and 2011-2012 — ASCD, 1988-present

**Professional Honors:** University of Wisconsin-Eau Claire Distinguished Alumni Award, 2012 — Participant in Wisconsin-China Principal Exchange, 2010

**Civic/Community Honors:** LaCrescent-Hokah, MN School District Board of Education, 2000-2003 and 2006-2010 — LaCrescent-Hokah School District Treasurer, 2006-2010 — Sunday School Teacher, Prince of Peace Lutheran Church, LaCrescent, MN, 1999-2000 and 2003-2005

**Education:** M.Ed., Educational Administration, Winona State University, Winona, MN, 1988; B.S., Elementary Education, University of Wisconsin-Eau Claire, Eau Claire, WI, 1982

# 4 days of “AHA!” moments!

**It's all happening in Baltimore this summer.**

Join thousands of your colleagues at the biggest professional development opportunity of the year for pre-K–8 leaders! With nearly 100 hot topic sessions, there's plenty of brilliant content to inspire you.

- Teacher recruitment and retention
- Integrating the Common Core Standards
- Leading school change
- Improving student learning
- School safety, and running your building better than ever



Learn more and register  
at [naesp.org/2013](http://naesp.org/2013)

**naesp** | JULY 11-13, 2013  
**BALTIMORE, MD**  
BEST PRACTICES FOR BETTER SCHOOLS™  
The National Conference of the Year

## ZONE 3 Maryland, Ohio, Virginia, Washington, D.C., West Virginia



**A. BLAINE HAWLEY**  
Red Pump Elementary  
School  
Bel Air, Maryland

Education, ever-evolving, requires the principal to be a dynamic, strong, and informed instructional

leader. As principals, in order to lead our schools effectively, we rely on NAESP to support, advocate, and inform. Since 2000, when I became a school administrator, I have been a proud member of NAESP. The leadership of this organization has demonstrated an understanding of the needs of the principal and has led accordingly. I would be honored to be elected Zone 3 Director to be part of maintaining the strength of this organization. We have a responsibility to take an active role in our professional organization, and I view the position of Zone 3 Director as another opportunity to be a positive voice for principals. As Zone 3 Director, I will seek opportunities to understand, represent, and advocate for the specific needs of all principals, not only in Zone 3, but throughout the membership.

**Professional Experience:** Principal, Red Pump Elementary, '10-present — Principal, Meadowvale Elementary, '05-'10 — Assistant Principal, Youths' Benefit Elementary, '02-'05 — Assistant Principal, Prospect Mill Elementary, '00-'02 — School Counselor, Joppatowne Elementary, '92-'00 — Teacher, The Bryn Mawr School, '85-'92

**Professional Affiliations:** NAESP, '00-present (Resolutions Committee, '09-'12; National Leaders Conference, '09-present; Federal Relations Conference, '09-present; Testified Before House Committee on Education and the Workforce, '11) — Maryland Association of Elementary School Principals (Past President, '12-'13; President, '11-'12; President-Elect, '10-'11; Harford County Executive Board Representative, '05-'11; Legislative Committee, '09-present; Nominating Committee, '05-'10; Planning Committee for Assistant Principal Conference, '03-'04) — Governor's Task Force, Early Childhood Education Representative, '12 — Maryland State Department of Education School Discipline Best Practices Workgroup, '12 — Harford County Elementary School Administrators Association Board Member, '08-present

**Professional Honors:** President's Award, Council of Educational Administrative and Supervisory Organizations of Maryland, '11

**Civic/Community Honors:** Youth Group Mentor, Church of the Holy Comforter, '05-present

**Education:** Certification, School Administration, Loyola University of Maryland, '03 — M.Ed., School Counseling, Loyola University of Maryland, '92 — B.A., Family Studies, Ohio Wesleyan University, '85



**NANCY M. MOGA**  
Callaghan Elementary  
School  
Covington, Virginia

I am so proud to be a principal! I love what I do and the many complex daily challenges. It would

be a privilege to serve all principals and school leaders as Zone 3 Director. If elected, my goals would include growing Association membership, communicating with stakeholders, and elevating each school to be the pride of the community! Several generations ago, each school was the pride of the community. There are many success stories to be told, and we need to elevate the accomplishments of schools and principals to higher levels. The public needs to trust our community schools and know that all schools are getting better each day. As Zone 3 Director, I will assist principals in using NAESP resources to promote the outstanding services provided to their communities and students.

**Professional Experience:** Principal, Callaghan Elementary, '93-present — Principal, Boiling Spring Elementary, '89-'93 — Assistant Principal, Central Elementary and Clifton Forge Elementary, '85-'89 — Teacher, Boiling Spring Elementary, '84-'85 — Teacher of Gifted, Baton Rouge, Louisiana, '80-'84 — Teacher, Stafford Elementary School, '76-'80

**Professional Affiliations:** NAESP, '85-present (Credentials Committee, '12; Bylaws Review Committee, '11-'12) — Virginia Association of Elementary School Principals, '85-present (Past President '12-'13; President '11-'12; President-Elect '10-'11; Valley Zone Director, '06-'10; Valley Zone Assistant Director, '02-'06; VAESP Delegate to NAESP, '02, '05-'06, '08-'09, '11-'12) — Delta Kappa Gamma Society International, local chapter, '91-present (Parliamentarian, '08-'10; President, '06-'08; Vice President, '02-'06) — ASCD, '89-present — Presenter at one national and 15 state conferences, '89-'12

**Professional Honors:** 2012 Distinguished Title I School (Callaghan Elementary) — Senate of Virginia, Senate Joint Resolution No. 140, offered January 17, 2002 — Virginia's National Distinguished Principal, '01

**Civic/Community Honors:** Virginia 4-H Foundation, '02-present (Board Chair, '10-'12) — Covington Woman's Club, '85-present (President, '91-'93, '04-'06) — Virginia Tech Alumni Association National Board of Directors, '95-'02

**Education:** Certificate of Advanced Graduate Studies, Educational Administration, Virginia Polytechnic Institute and State University, '97 — Non-matriculating, Educational Leadership, Louisiana State University, '80-'84 — M.Ed., Elementary Education, University of Virginia, '79 — B.S., Child Development, Virginia Polytechnic Institute and State University, '76

## ZONE 4 Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee



**LYDIA D. DAVENPORT**  
Heritage Elementary School  
Madison, Alabama

I am excited to be a candidate for Zone 4 Director. I am currently serving as the President of

the Alabama Association of Elementary School Administrators (AAESA). Through my leadership experiences with NAESP and AAESA, I have grown personally and professionally as a school leader. NAESP and the Alabama association have influenced me to dig deeper into leadership and to grow as a leader to be an advocate for students and principals. If selected to be the Zone 4 Director, I will use my leadership experiences and talents to support the organization and to serve the members. I want to serve as a networking force to increase our membership and to let others know about the power of the principal.

**Professional Experience:** Principal, Heritage Elementary, '99-present — Adjunct Professor, Athens State University, '03-present — Assistant Principal, Liberty Middle School, '98-'99 — Principal, Knight Enloe Elementary School, '97-'98 — Assistant Principal, Horizon Elementary School, '95-'97 — Teacher, Owens Cross Roads Jr. High, '90-'95

**Professional Affiliations:** NAESP, '04-present (President, NAESP Zone 4 Southeastern Council, '12-'13) — Alabama Association of Elementary School Administrators (AAESA), '04-present (President, '12-'13; President-Elect, '11-'12; Chair, Fall Instructional Conference, '11-'12; Vice President, '10-'11; Membership Chair, '09-'10) — Alabama National Leaders Conference, '12-'13 — AAESA District X, Vice-President, '12-'13

**Professional Honors:** NAESP National Mentor Principal Coach, '12-present — Alabama National Distinguished Principal, '10 — Alabama Alfa Insurance Principal of the Month, '10 — NAESP National Principal Mentor Certificate, '08-present

**Education:** Ed.D., Instructional Leadership, University of Alabama at Tuscaloosa, '01 — Educational Specialist/AA Certificate, Educational Leadership, University of Alabama at Tuscaloosa, '96 — M.Ed., Educational Administration, University of Alabama at Tuscaloosa, '94 — M.Ed., Elementary Education, Alabama A&M University, '90 — B.A., Elementary Education, Alabama A&M University, '86

Remember to vote  
April 1 - 30, 2013!

## ZONE 6 Iowa, Michigan, Wisconsin



### BRIAN K. PARTIN

Thomas Jefferson  
Elementary School  
Kingsport, Tennessee

Through my professional experiences on the state executive board and at the national level during

NAESP's National Leaders Conference, national conferences, and service projects, I have learned the value of collaboration and the importance of having a collective voice. Having the opportunity to serve as an administrator in two very contrasting communities—one urban system with over 75,000 students and the other with a student population of 6,500—I have seen firsthand the disparity among neighboring systems. As Zone 4 Director, I would serve no differently than how I view my current role in the state, which is to be a voice for principals regardless of location, system, or state. Additionally, as a parent of two beautiful girls, I am compelled to continue to help make their educational experiences ideal. My youngest daughter exemplifies how early intervention, parental support, and appropriately funded special education can provide an equitable educational experience for an intellectually disabled child. This, along with other personal and professional experiences, motivates me to want these experiences for both educators and students. I believe we can get there if we engage in the process. For these reasons, I seek your consideration as a candidate for Zone 4 Director.

**Professional Experience:** Principal, Thomas Jefferson Elementary, '06-present — Crieve Hall Elementary, '05-'06 — Assistant Principal, Andrew Jackson Elementary, '03-'05 — Teacher, Eakin Elementary, '99-'03 — Teacher, Ross Elementary, '98-'99

**Professional Affiliations:** NAESP, '03-present (Bylaws Review Committee, '12-'13) — Tennessee Principals Association, '03-present (Past President, '11-'13; President, '09-'11; Vice President, '08-'09; District 9 Director, '07-'08) — Metro Nashville Principals' Association Board of Directors, '05-'06 — ASCD, '06-present

**Professional Honors:** Reward School for Achievement and Growth, '10-'11 — Tennessee Principals Association Past-President Award, '11 — Principal's Leadership Academy of Nashville, '05

**Civic/Community Honors:** Kingsport First Baptist Church Preschool (Teacher, '06-present; Sunday School Teacher, '10-'12) — Kingsport Weed and Seed Steering Committee Member, '09-'10

**Education:** Ed.S., Administration and Supervision, Lincoln Memorial University, '08 — M.Ed., Administration and Supervision, Tennessee State University, '02 — B.A., Elementary Education, Anderson University, '95



### DARLA M. CAMPBELL

Watervliet South  
Elementary School  
Watervliet, Michigan

The professional opportunities provided by NAESP and MEMSPA have been a source of support

for me as I strive to be the best I can for the students, staff, and community I serve. I have been a member of the Michigan Elementary and Middle School Principals Association (MEMSPA) and NAESP for 15 years. I have held several positions at the county, local region, and state level. I served as President of MEMSPA during the 2010-2011 school year, which was a three-year commitment, included being president-elect and past president. I would be honored to represent the principals of Iowa, Michigan, and Wisconsin as Zone 6 Director.

**Professional Experience:** Watervliet South Elementary, '91-present (Principal, '98-present; Teacher, '91-'98) — Cluster/Gifted and Talented Teacher, Grade Level Chairperson Teacher, Watervliet Summer Migrant Program, '91-'94 — Substitute Teacher, Berrien and Cass Counties, '90-'91 — Teacher, Roosevelt Elementary School, '86-'90

**Professional Affiliations:** NAESP, '98-present — Michigan Elementary and Middle School Principals Association, '98-present (Past President, '11-'12; President, '10-'11; President-Elect, '09-'10; Region 5 President, Professional Development Chair, and State Board Representative, '05-'10)

**Professional Honors:** State of Michigan Special Tribute, '11 — Michigan Association of School Boards Education Excellence Award (Building Award), '03 — Berrien County Golden Acorn Grand Award for Outstanding Teacher in Berrien County, '97

**Education:** M.A., Educational Leadership, Western Michigan University, '96 — B.S., Education, University of Colorado, '86



### ERIC S. CARDWELL

Besser Elementary School  
Alpena, Michigan

Student learning standards have increased along with the myriad responsibilities of the principalship, while the profession we serve

has been under nationwide assault. I believe that educators are obligated to engage these challenges and be advocates for the profession and the families whom we serve. It is within this paradigm, coupled with a successful record in education, that I can favorably fulfill the duties of Zone 6 Director. The systemic changes that need to be made in education in order to better prepare student learners for the 21st century requires political partnerships and advocacy. NAESP has worked tirelessly to these ends, and I believe that my leadership experience within the Michigan Elementary and Middle School Principals Association will allow me to successfully speak of the needs of children, families, and principals. If elected, I plan to continue to strengthen Zone 6 membership as begun by Mark White with the "Zone Six Newsletter." I plan to add a Facebook Fan Page. This will provide an additional opportunity for members to network and discuss various educational trends. In addition, I will work to bolster support for public education through regular Zone 6 legislative contact. I believe that my professional experiences, creativity, and communication skills will be an asset to NAESP as Zone 6 Director.

**Professional Experience:** Principal, Besser Elementary, '12-present — Principal, Sanborn Elementary, '08-'12 — Les Cheneaux Community Schools, '93-'08 (Principal, Les Cheneaux Elementary, '00-'08; Teacher, '93-'00)

**Professional Affiliations:** NAESP, '00-present — Michigan Elementary and Middle School Principals Association, '00-present (Past President, '12-'13; President, '11-'12; President-Elect, '10-'11; Region 13 Board of Directors, '09-'10; Region 14 Board of Directors, '06-'09; Region 14 Professional Development Representative, '04-'05; Region 14 Legislative Representative, '04-'05)

**Professional Honors:** MEMSPA's Region 14 Honors, '07-'08 — State of Michigan's Governor's Excellence In Practice Award, '02 — Michigan Federation of Teachers and School Personnel's Red School House Award, '02 — State of Michigan's Golden Apple Award, '01

**Civic/Community Honors:** Les Cheneaux Community Foundation, Vice President, '07-present — Les Cheneaux Education Foundation, '07-'08 — Les Cheneaux Lions Club, '06-'08

**Education:** M.A., Educational Leadership, Grand Valley State University, '01 — B.A., Elementary Education, Western Michigan University, '93

Voting is a benefit for eligible  
NAESP members: active,  
institutional active, emeritus,  
and lifetime.

All eligible members vote for  
President-Elect.

Eligible members in each zone  
vote for Zone Directors.

# Edubuzz: Tech Terms

Keeping up with education innovations and new technologies is key to staying ahead of the curve. Make sure that you—and your teachers—are aware of these new tools that are available to improve teaching and learning.

## **OPEN EDUCATIONAL RESOURCES (OER)**

Broadly defined, OER are any educational resources available free to educators, largely hosted online. They can include textbooks, professional development tools, courses, instructional videos, and software. Every day, educators are not only downloading these useful tools, they are also contributing them to the education community. Websites, such as oercommons.org, are great places to find free educational tools for your school and to share your own resources with learners worldwide.

## **ADAPTIVE TESTING**

Touted as a more precise and effective means of assessing students' skills, adaptive testing assessments change as students answer questions. Computerized algorithms select questions for test-takers based on how previous questions were answered, creating a unique testing experience for each student. Adaptive testing may grow in importance in the coming years, as many states have already opted to use this method for testing Common Core State Standards.

## **FLIPPED CLASSROOM**

This instructional style has students doing their homework in school and their schoolwork at home. Teachers can have their students watch videos of lectures at home, so they start learning material before class starts. Class time can then be dedicated to helping students solve problems and work through any issues each might have. Proponents of this model argue it uses time more effectively—both in and out of school.

---

## New Resources for New Principals



*Whether you are new to the principalship or just new to the elementary environment, your first few years are likely to be the most challenging. Through its newly launched Center for New Principals, NAESP is committed to providing top-notch resources and best practice strategies to make your job easier and develop your capacity as a school leader.*

**NAESP's Center for New Principals** is organized around topics new K-8 principals want to know more about: instructional leadership, professional growth, school planning, and school culture. On the website, you'll find: advice from experienced principals; quick tips to help you day to day; webinars; and publications specifically targeted to help you build on and improve your leadership.

You can also get quick, confidential, feedback from experienced principal mentors on challenging issues through our "Principal's Helpline" online service.

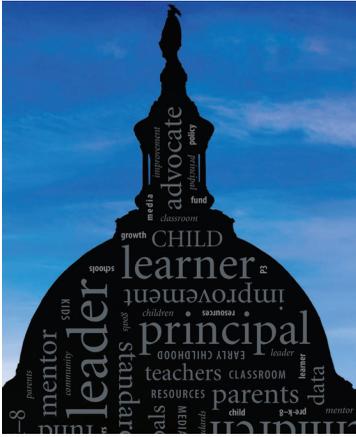
For a taste of the best practices that you will find in the Center, check out these two instructional leadership ideas from experienced principals:

**DATA THIS AND DATA THAT.** Our daylong, monthly data meetings focus on current benchmarking or progress monitoring scores of every student at every grade level. We then decide on educational strategies for each child for the

next month. This regularly scheduled discussion ensures that all children receive the optimal instruction needed at every stage of learning. — *Leslie Clark-Yvon, principal Westfield Public Schools, Westfield, Massachusetts*

**LEARNING OPPORTUNITIES.** Instead of a purely academic school improvement goal, our focus is on increasing students' learning opportunities with three-dimensional and realistic applications of knowledge. We have developed activities for students to apply their learning, such as a Solar Sprint and Lego Robotics. This approach has increased parent, community, and business involvement; increased student motivation and decreased student discipline problems; and integrated the curriculum. — *Stephen A. Anderson, principal, Amerman Elementary School, Northville, Michigan*

For more resources and advice for new principals, visit NAESP's Center for New Principals at [naesp.org/newprincipals](http://naesp.org/newprincipals).



# Hand in Hand: NAESP's Policy and Advocacy Agenda for School Leaders

By Kelly Pollitt

*When most people think about Washington, D.C., they usually imagine concepts of politics and policy, lobbying and advocating for issues that are personally meaningful. While the words “politics,” “policy,” and “advocacy” are often used interchangeably, the reality is that each word implies a very different meaning. Policy and advocacy are mutually dependent concepts that have a separate yet synergistic relationship.*

## THE TERMS

In the largest sense of the word, policy refers to the basic principles and rules that guide a government or entity. Advocacy, on the other hand, refers to a set of activities an organization engages in to influence policy or a government's course of action. Advocacy must be driven by a “theory of change” that clarifies an organization's vision and mission. Policy and advocacy work together to change society's behavior and attitudes toward a particular issue as organizations advocate for policies that produce changes in practice.

**The motivating theory of change for NAESP's advocacy activities centers on building the capacity of principals to improve schools,** which is the cornerstone of NAESP's mission. NAESP's policy framework is designed to change the federal government's guiding principles—or policies—regarding the nation's school leaders. NAESP is employing clearly defined communications and outreach strategies to advocate for changes in policy on principal leadership.

## CASE IN POINT

Research has shown that strong school leadership is second only to teaching among school influences on student success. Although this is not big news to educators, in the policymaking world, principal preparation and evaluation are a relatively new focus. As noted by the most recent Wallace Foundation perspective, *The School Principal as Leader: Guiding Schools to Better Teaching and Learning* (2013), federal education policies have largely overlooked principals and have failed to provide policies to guide state and local districts on how to achieve rational and predictable outcomes related to principals and instructional leadership.

The U.S. Department of Education has taken on school leadership policy and now equates the effectiveness of school principals with student achievement outcomes,

defining an “effective principal” as one “whose students, overall and for each subgroup, achieve acceptable rates (e.g., at least one grade level in an academic year) of student growth.” This policy has made its way into the Obama administration's signature initiative, Race to the Top, and the federal NCLB-ESEA state waivers. As a result, the policy discussion on improving principals' performance is now focused on reform through strengthening preparation and evaluation systems. Many states, prompted by federal programs and regulations, have adopted educator evaluation systems that rely on student achievement and growth.

While NAESP believes that principal evaluation systems are a state and local matter, recent federal demands that states and districts develop rigorous systems have inadvertently steered the use of evaluation as a punitive means to improve instruction and learning, rather than as a means to build the capacity of principals to improve schools. As a result, evaluation systems inflict punitive sanctions and fall short in providing meaningful supports for professional growth that will help our nation's school leaders improve their professional practice. This, we believe, is an error in building a foundation for continuous improvement for our nation's schools.

**NAESP is working with members to advocate in favor of specific policies that will set a new course to support the recruitment, preparation, support, and evaluation of principals.** This policy and advocacy work, supported by research, seeks to provide meaningful, common sense solutions to help principals face challenges and make their jobs, schools, and communities just a little bit better.

To learn more about NAESP's new policy framework and how to advocate for it, please visit [naesp.org/advocacy](http://naesp.org/advocacy).

*Kelly Pollitt is NAESP's Associate Executive Director, Advocacy, Policy, and Special Projects.*

## What Teachers Need from Principals

By Meredith Barnett

*Rebecca Mieliwocki isn't a principal. But she knows that being one can be tough.*

"I have a tremendous amount of respect for good principals," says Mieliwocki, a veteran 7th grade English teacher at Luther Burbank Middle School. "It requires you to be relentless about pursuing academic excellence and helping kids. The way to do that is by supporting your teachers, because they are on the front lines doing all that great work."

Mieliwocki, named 2012 National Teacher of the Year, says the most important things principals can give teachers are confidence in their abilities, open communication, and team-building around a common vision. She also suggests that principals:

### **PROTECT INSTRUCTION.**

"As the instructional leader on a campus, a principal has to be ferocious about guarding instructional time. The work that teachers do with kids has to be most important. There can't be intercom interruptions; there can't be all kinds of extra bells. If you've got activities in place that are consistently interrupting the delivery of the academics to kids, you should audit that and remove the things that get in the way."

### **HEAR WHAT TEACHERS HAVE TO SAY.**

"Listen, act on what you hear to the best of their ability,

and be open and available. I think, often times principals fear that if they stop and talk to teachers, they'll be too overwhelmed with the negative. But teachers are hanging in there. Many times, what teachers actually need can be something small that a principal could handle pretty easily."

### **FACILITATE TARGETED PD.**

"In today's world, where we're differentiating instruction to meet the needs of kids, it's really smart to ask teachers, 'What would you like to learn?' Teachers will tell you what they need. Then it's up to you to figure out how to spend the money to give them what they've asked for. When you do that, you're signaling that you have very high expectations for growth and improvement, and you're ensuring that that money is well spent.

If you have your teachers in your back pocket, they'll do anything for you. And you'll find your school going places you never even dreamed it could go."

*Meredith Barnett is Associate Editor/Writer at NAESP.*



*Rebecca Mieliwocki  
2012 National  
Teacher of the Year*



Your teachers are invited to a special day during NAESP's National Conference of the Year. They'll get a full day of focused professional development to inspire and improve their skills, and hear directly from some of the biggest names in the field.

**Todd C. Whitaker**, professor of educational leadership at Indiana State University, speaking on *Staff Motivation and Teacher Leadership*, opens the plenary session. Participants will attend workshops, special presentations, and browse the Exhibit Hall and bookstore with colleagues from around the country. The day concludes with a general session address and book signing by noted psychologist, therapist, and author, **Adam Sáenz**, on *The Power of a Teacher*.

Special discounts are available for groups and districts.

Space is limited, so register your team today for an unforgettable experience.

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

## Cultivating a Culture of Respect at the Middle Level

A key piece of middle school students' development is establishing trusting relationships at school. A study of middle schools in New York that consistently perform higher than average revealed that a culture of trust is vital to their success.

In a Ten to Teen column in the September/October 2011 issue of *Principal*, Janet Angelis and Kristen Campbell Wilcox explored several strategies to build this foundation of trusting relationships. They suggest principals provide students with opportunities to act responsibly, such as:

- **Involve students in the school's operation.** For instance, hold a monthly pizza lunch with students from a diverse cross section of the school. The purpose of the lunch is for students to provide feedback on what the school is doing well and how it can improve.

- **Meet regularly with student leaders.** Include students who might be prone to using their leadership skills for negative purposes. Meetings should feature activities designed to teach students to take responsibility for their community, develop value-based leadership skills, and encourage them to use those skills to influence others in a positive way.
- **Provide opportunities for students to initiate and work in community service projects.**
- **Arrange a thank-you initiative.** As a part of this project, the guidance department asks students in the graduating class to write an influential teacher, staff member, parent, or community figure a letter.

To read the entire Ten to Teen piece, "Trust and Respect at the Middle Level," visit the *Principal* archives at [naesp.org/principal-archives](http://naesp.org/principal-archives).

March is National Middle-Level Education Month. For tips, strategies, and resources specifically geared toward middle-level educators, visit [naesp.org/middlelevel](http://naesp.org/middlelevel).

## Four Ways Student Councils Can Serve Your School

Whether it's through organizing fundraisers or improving school culture, student councils have great potential to develop student leaders—even at the elementary level. That's why the American Student Council Association (ASCA) is providing resources and services geared specifically for student councils in grades K-8. Here are a few ideas from schools around the country that are proving that elementary school student councils are capable of great things:

**DEVELOPING STUDENT LEADERSHIP.** At James F. Bay Elementary School in Seabrook, Texas, principal Erin Tite oversees her student council members acting as mentors to their fellow students. Every other week, council members meet with students in "Academic Buddy Breakfasts," or "Social Buddy Breakfasts," in order to help children who struggle academically, or just need a friend. Students get the emotional and educational support they need to make sure they do well in school.

**PROMOTING CITIZENSHIP.** At Wantagh Elementary School, in Wantagh, New York, principal Don Sternberg wanted to ensure that every student was equally

represented. So their student council elects no presidents or vice-presidents. At afterschool meetings, nearly 100 of the student council's members meet to plan their projects, such as delivering over 600 pounds of Halloween candy to troops overseas, or making and sending snowflakes to Sandy Hook Elementary School.

**SPARKING SCHOOL SPIRIT.** At Nicholas Oresko School in Bayonne, New Jersey, principal Maria Kazimir encourages her students to live by their district's motto, "Let There Be Peace in Bayonne." The student council had a meeting with the superintendent, sharing their thoughts on how to spread this message. They ended up asking each homeroom to create peace-themed decorations on their door, and made a "Peace Collage" in the school atrium.

Student councils can greatly enrich the schools and communities they represent, enhancing students' motivation and study and social skills. Principals looking to introduce or develop student councils at their own schools can find useful information and resources on ASCA's website. Learn more by visiting [naesp.org/asca](http://naesp.org/asca).

## FOR YOUR SCHOOL



**NAESP AND CRAYOLA** have teamed up to support arts-infused education through the **Champion Creatively Alive Children** grant program. In an effort to help educators integrate the arts across the curriculum and promote 21st century skills in critical thinking, communication, collaboration, and creativity, twenty schools will be awarded grants that include \$2,500 for their arts programs, and \$1,000 worth of Crayola products. Free training modules are also available online that include videos, handouts, and worksheets geared for your school's art programs. Early bird applicants will receive a Crayola product Classpack.®

*Early Bird Deadline: June 10.*

*Final Deadline: June 21.*

[naesp.org/creativity](http://naesp.org/creativity)

**SCHOOL RUNNING PROGRAMS** are a great way to promote healthy lifestyles for kids and confront America's growing problem of childhood obesity. That's why the National Association for Sport and Physical Education (NASPE), in partnership with ING, has established the **Run For Something Better** school awards program. A minimum of 50 grants of up to \$2,500 each will be awarded to schools that establish or expand their school-based running program.

*Deadline: May 15.*

[orangefaces.com](http://orangefaces.com)

**FIRST BOOK** donates 35,000 books per day to programs and schools serving children from low-income families throughout the United States and Canada. Educators or program administrators at schools where

at least 70 percent of the children come from low-income families are eligible to apply for the nonprofit's book distribution programs.

[firstbook.org/receive-books](http://firstbook.org/receive-books)

**IMPLEMENTING COMMON CORE STANDARDS IN MATHEMATICS** is a free webinar series and online professional learning community, sponsored by ETA/Cuisenaire, that provides advice and support regarding the national math curriculum. The program offers free webinars, live chats, lesson plans, and online discussions to assist teachers in connecting and collaborating with other educators working in the same grade level.

[edweb.net/inv\\_math](http://edweb.net/inv_math)

Visit [naesp.org/freeresources](http://naesp.org/freeresources) for more opportunities, grants, and free resources.