

Connect the Dots on Well-being



You have a school improvement plan, but do you have a plan for comprehensive learning that will contribute to each student's overall well-being? In her book, *Six Steps to Boost Student Learning: A Leader's Guide*, district administrator and author Karen A. Goeller outlines a strategic approach to comprehensive learning, beginning with school leaders focusing on what matters most for students. Among those elements, she argues, should be ensuring equity and varied opportunities to learn.

"Students do not just need more of the same, but more of the right components that are aligned closely with good teaching and learning," she writes. "What are those right choice pieces, both easy-to-access and aligned to good teaching and learning, that will skyrocket students toward higher goals?"

This issue of *Principal* magazine drills down on some of the necessary elements for comprehensive learning that Goeller explores in her book. Here's what some of your colleagues have to say about the principal's role in delivering a comprehensive and well-rounded education:

"We need to look at the structure of how we 'do school'—meaning how we schedule, what we offer, and how we assess. We also have to bring civics and responsibility to the forefront. How do we want our children to behave? What do they know about democracy? —Victoria L. Day, *New York*

"With the accountability placed upon schools to produce student outcomes as measured through standardized assessments, principals have to consciously and consistently provide teachers with the permission, opportunity, and knowledge to expand curriculum and instruction to provide relevant, well-rounded, and experiential learning for their students." —Rachael George, *Oregon*

"Principals have to give teachers the green light to be their best selves, take risks, and not be afraid to do something different to help their students have a great day in school. That confidence is contagious to the students." —Andy Jacks, *Virginia*

I hope that you will not only take Jacks' advice and give teachers the "green light" to connect the dots on comprehensive learning and well-being, but also share this magazine resource with them to build a stronger instructional team.

—Kaylen Tucker, Ph.D.

 @kaylentucker



IN THIS ISSUE

- 36 Andy Jacks and Hamish Brewer on how a friendship has inspired leadership
44 New principals: Recruiting, hiring, and retaining teachers

Bonus: A special supplement on after-school and summer learning featuring research and best practices

L. Earl Franks, Ed.D., CAE
Executive Director,
NAESP Foundation President

Ernest J. Mannino
Deputy Executive Director,
NAESP Foundation CEO

PRINCIPAL

Kaylen Tucker, Ph.D.
Editor-in-Chief
ktucker@naesp.org

Edwin Colbert
Communications Coordinator

LaGloria Wheatfall
Digital Communications Associate

EDITORIAL ADVISERS

Cris Blackstone
Alton, New Hampshire

Julie Bloss
Grove, Oklahoma

Brian Bond
Corbin, Kentucky

Liz Garden
Groton, Massachusetts

Jennifer Klipp
Greenville, South Carolina

Jennifer Nauman
Lewes, Delaware

Kristal Pollard
Madison, Mississippi

Bobby Riley
Burlington, Vermont

Jen Thomas
Washington, D.C.

Jennifer Truitt-Lewis
Fort Huachuca, Arizona

If you are interested in submitting an article for possible publication in *Principal*, submission guidelines are available at www.naesp.org/writing. Letters to the editor or general inquiries may be sent to publications@naesp.org.

ADVERTISING SALES

Fox Associates Inc.
800-345-8670, ext. 119
Fax: 312-644-8718
adinfo.nep@foxrep.com

Printed in the USA by **The YGS Group**

Vice President: Jack Davidson

Editorial Director: Annette Gray

Senior Managing Editor: Ashley Reid

Senior Editor: Jennifer Fink

Creative Director: Serena L. Spiezio

Art Director: Zon Buckley

Copy Editor: Steve Kennedy

Photo Editor: Melissa Wiedemann

Account Manager: Kristina Freeman