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## FOR YOU

### Lead Like a Pirate

By Tony Sinanis, Erin Simpson, and Jessica Johnson

Educators, it's time to seriously consider embracing the ways of the pirates. That's right: pirates.

In his bestselling book, *Teach Like a PIRATE: Increase Student Engagement, Boost Creativity, and Transform Your Life as an Educator*, Dave Burgess presents a "pirate" philosophy that can revitalize the teaching experience and place the emphasis back on students and learning. Pirate, in this case, is an acronym that stands for: Passion, Immersion, Rapport, Ask and analyze, Transformation, and Enthusiasm.



Although the target audience for Burgess's book is teachers, it is clear to us that the "PIRATE philosophy" contains core ideas all principals should embrace, espouse, and model in their everyday actions.

#### Leading Like a PIRATE

In *Teach Like a PIRATE*, Burgess explains that pirates are adventurous entrepreneurs. In their travels to the ends of the earth for that which they value, they promote creativity and independence. Pirates also believe in the importance of traveling with a diverse crew, whose members pool their strengths to work towards a common goal. Educators, writes Burgess, should do the same.

How can a principal channel the PIRATE philosophy? Principals today are much more than mere disciplinarians or supervisors. A school leader must act as an entrepreneur: a person of vision who is able to inspire, empower, and motivate his or her staff under a shared mission and common goals. Today's principals are expected to be

PIRATES: transformational leaders who communicate a school vision that promotes sound instructional practices, permeates classrooms, and leads to high levels of student achievement.

While each component of the PIRATE philosophy applies to principals' roles as transformational leaders, three stand out as critical: Passion/enthusiasm, Immersion, and Ask and analyze. As the cornerstones of the PIRATE acronym, these concepts anchor the philosophy.

**Passion/Enthusiasm.** As leaders, if we are not passionate about the role we play, we cannot expect enthusiasm from our staffs, students, and school communities. Burgess connects the passion of a leader to one's willingness to explore new frontiers without a clear map. Our educational world today is filled with new frontiers, and passion must be a guiding force for us to move ahead and continue advocating for our students and their learning. When mandates, assessments, and managerial tasks attempt to take over, principals must lead with passion and serve as an example for others.

Enthusiasm is the tangible way that others can feel a leader's passion. Without enthusiasm, it is easy to fall into a routine that can negatively impact efforts and results.

*Pirate Move: Focus on your ship.* Burgess reminds PIRATES that we cannot allow that which is outside our control to affect our effort and enthusiasm. If we focus on uncontrollable outside forces as we sail the choppy waters, we are destined to

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## NAESP

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sink. To counter this, a transformational leader must choose to focus on what empowers him or her and those around him or her.

*Pirate Move: Commit to being “on.”* Burgess writes that he always remembers to be “on” for everyone around him—students, colleagues, and the community. Being “on” means being present throughout each day with enthusiasm and passion. As educational leaders, we are being watched all day by every member of the community. As we make decisions, take action on issues, or listen to problems, our ability to always be “on” is critical to the success of the organization. It sets a positive tone that permeates our community.

**Immersion.** Immersion is the secret to improving at almost any skill. Become a better listener by fully listening. Get to know students better by spending time with them in classrooms, in the lunchroom, and even at recess. Become more knowledgeable about the Common Core State Standards by reading them, digging into them, and leading teachers to apply them.

*Pirate Move: Learn with your crew.* The best educators are continuously learning, especially with new initiatives and mandates. However, great principals lead their teachers to do so by immersing themselves into the learning with their teachers. What teacher wants to sit in professional development while their principal sits in the back corner checking emails? Apply the PIRATE philosophy and immerse yourself in what you expect your teachers to be immersed in.

**Ask and analyze.** Our actions as leaders are often spurred by the questions we ask and the answers we receive. Consider: Are you asking the right questions? Burgess reminds readers that the types of questions we ask determine the types of answers we receive. Leaders must ask critical questions that will lead staff members and students to tune into the areas that need our attention. The quality of our questions can be the difference between a mediocre staff meeting or observation review and one that sparks action, change, and growth for staff and students.

*Pirate Move: Push the envelope.* Burgess reminds educators that if we haven’t failed lately, we aren’t pushing the envelope far enough. “Safe” approaches can be a recipe for mediocrity. Try new ideas that may not work the first time.

*Pirate Move: Adjust.* Don’t be afraid to admit when an idea doesn’t go as planned or needs adjustments. Take the time to analyze situations so you know what to ask to improve it and how to respond. Try, fail, adjust. Repeat.

### Guiding Teachers

*Teach Like a PIRATE (TLAP)* can be a powerful resource to use with your staff. After we read this book, we were inspired to share with our staffs, and our teachers were inspired to implement components in the classroom. So, where should you start?

- Host a staff book study. You may even want to dress like a pirate—that’s a hook!
- Highlight one TLAP strategy at each staff meeting, and have your teachers share how they have implemented it in their classrooms.
- Follow a #TLAPchat on Twitter. Seek out ways other schools are implementing ideas.
- Follow @burgessdave on Twitter and encourage your teachers to do the same. Ask Dave Burgess to Skype into a faculty meeting so he can inspire your team.

Just as Burgess explains in *Teach Like a PIRATE*, leading like a PIRATE allows principals to explore uncharted territories and brave new adventures. The leadership approaches we embrace each day should serve as an example to all around us. By applying these strategies in our roles and encouraging our teachers to do the same in theirs, we can forever transform education and make it a true experience for our students.

**Tony Sinanis** is principal of Cantiague Elementary School in Jericho, New York.

**Erin Simpson** is principal of Overlook Elementary School in Wadsworth, Ohio.

**Jessica Johnson** is principal of Dodgeland Elementary School in Juneau, Wisconsin.

Purchase a copy of *Teach Like a PIRATE* from NAESP’s National Principals Resource Center at [naesp.org/nprc](http://naesp.org/nprc).

# President's Perspective: Professional Learning Helps You "Make It Happen"

By Nancy Flatt Meador

While the world watched the 2014 Winter Olympics in Sochi, Russia, the word "perfection" no doubt came to mind. Think of the hours of practice Olympic athletes undertook in order to be the best in the world.

How can we become the best principals and teachers in the world? We should treat professional learning like Olympic training. Quality, targeted, and meaningful professional learning can be the pathway that "lights the torch" in our schools.

There are numerous ways to create a professional learning plan that is tailored to your school's particular needs. You can, for example:

- Evaluate your staff's strengths and areas of need;
- Determine what's working and what's not working;
- Use student data to narrow your focus;
- Survey your faculty and staff to determine interests and needs;
- Seek additional input from parent and student groups; and
- Work with your leadership team and consider district expectations.

## For Your Staff

Just like the children we serve, adults have distinct learning styles. When planning professional development activities for your faculty and staff, think about the best ways to connect to your school's learning culture. Professional learning can include a mix of speaker presentations, webinars, book studies, small group work, meetings, and conferences.

It is also critical to offer follow-up support after professional learning activities. Take the time to observe the implementation of new strategies. In addition, routinely revisit professional learning topics to keep the momentum moving forward. Augment your support with walkthroughs, observations, individual conversations, lesson plan reviews, grade-level team meetings, and

**Q**uality, targeted professional learning can be the pathway that "lights the torch" in our schools.

faculty meetings focused on professional development.

## For Yourself

Principals should also make sure to consider their own professional learning needs. While principals often rely solely on district-provided professional development, they should consider what is available beyond the local level.

I want to personally encourage you to attend NAESP's 2014 National Conference, July 10-12, in my hometown of Nashville, Tennessee. You will be joined by thousands of principals, assistant principals, aspiring administrators, and leadership teams as they engage in three days of game-changing professional learning. NAESP's annual conference is the only place you can make the contacts, share the ideas, and discover the solutions that will inform your whole school year.



In addition, NAESP stands ready to assist you with quality professional learning to enhance your practice through its National Principals Resource Center (NPRC). The NPRC is committed to providing principals with the best professional resources to work successfully with teachers, parents, and students. Stay on top of the latest education trends with the NPRC's array of books, webinars, and Hot Topic research articles. Visit [naesp.org/nprc](http://naesp.org/nprc) to discover a multitude of resources and opportunities.

Planning and implementing meaningful professional learning will not only make a difference in your school climate and culture, it will also help you take your leadership to the next "Olympic" level.

After all ... Principals Make It Happen!

*Nancy Flatt Meador is president of NAESP and recently served as principal of Madison Middle School in Nashville, Tennessee.*



## **ROBYN CONRAD HANSEN** **CANDIDATE FOR PRESIDENT-ELECT**

### **Principals Make a Difference**

Thank you for all you do every day on behalf of our nation's children. I am seeking the office of President-elect for the same reason I chose education as a career 31 years ago: I want to make a difference. As a teacher, I wanted to make a difference in the lives of my students every day. As a principal, this desire expanded to making a difference in the lives of children, teachers, staff, parents, and community. As the President-elect and ultimately President of our national Association, I will continue to strive to make a difference in the lives of our nation's children by advocating on their behalf, working with policymakers, and highlighting excellence in education nationwide.

As an organization, we need to enhance our ability to provide aspiring and practicing principals with focused mentoring, professional development, and access to the latest research. We need to work collaboratively with institutions of higher learning. We need to ensure principals are well prepared to tackle day-to-day tasks while understanding the importance of taking an active role in influencing policies and practices at their local, state, and national levels. As our NAESP Vision states, "We need to ensure that education continues to be recognized as a matter of national priority."

As a current leader with NAESP, I enjoy traveling and meeting principals across our country, listening to your stories of success and struggles. I use these experiences to advocate for all principals at the national level by working closely with our organization and legislative team. A national leader representing principals at the elementary and middle levels needs to possess certain leadership skills. He or she should be a good listener and communicator, demonstrate optimism and positive energy, embrace and execute the vision and mission of the organization, motivate and inspire others, be able to collaborate across organizational boundaries, demonstrate passion for our profession, and be a champion for a balanced work and personal life. I am committed to working hard every day to exemplify these leadership characteristics.

An NAESP Executive Officer should be a servant leader. Throughout my career, I have strived to enrich the lives of others, build better organizations collaboratively, and ultimately create a caring, attentive climate where all are welcome and respected. As the President-elect, President, and Past-President of NAESP, I will serve the needs of others with a shared leadership style and help people develop their talents to preserve strong organizational structure and promote the importance of being a successful career principal. We will make a difference in the lives of children across our country, support teachers in the classroom, and inspire top-quality teachers to seek higher education and a career as a proud principal. NAESP is the catalyst in promoting high-quality school leadership that is essential to achieving our national goals of making dramatic changes in our schools, improving educational opportunities, and making a difference for all children. Please cast your vote.

**Robyn Conrad Hansen**  
Principal, Playa del Rey Elementary School  
Gilbert, Arizona

**Professional Experience:** Principal, Playa del Rey Elementary School, 2001–present — Associate Professor, Northern Arizona University, 1998–present — Assistant Principal, Highland Junior High School, 1999–2001 — Assistant Principal, Highland High School, 1993–1999 — Teacher, Gilbert High School Alternative Program, 1991–1993 — Teacher, Pioneer Elementary School, 1990–1991 — Teacher, San Marcos and Four Peaks Elementary, 1987–1990 — Sports Coordinator, Rhinelander High School, Rhinelander, WI, 1984–1987

**Professional Affiliations:** NAESP, 2003–present (Board of Directors, 2012–present; Delegate Assembly, 2004–present; Committee on Principal Evaluations, 2011–2012; Nominating Committee, 2011) — Arizona School Administrators Association (Past President Elementary, 2009–2011; President and Board Member, 2007–2009; Middle Level Representative, 1999–2001) — Arizona Superintendent of Public Instruction Advisory Council, 2009–2012 — NASSP member, 1995–2000

**Professional Honors:** NAESP Principal Mentor, 2014 — Title I Rewards School, 2012 — Arizona A+ School of Excellence, 2008–2014 — National Distinguished Principal, 2010 — Arizona School Administrators Distinguished Elementary Principal, 2009 — NASSP Assistant Principal of Year for Arizona, 2000 — Northern Arizona University Doctoral Graduate of Distinction, 1998

**Civic/Community Honors:** Gilbert Sister Cities (Board Member - Education Liaison, 2005–present; Ambassador to China, 2005; Ambassador to Northern Ireland, 2013) — Board Member, Camp Tontozona Outdoor & STEM Education, 2014 — Board Member, Gilbert Boys and Girls Club, 1996–1999

**Education:** Ed.D., Educational Leadership, Northern Arizona University, 1998 — M.Ed., Educational Leadership, Northern Arizona University, 1989 — B.S., Physical Education/Sociology, University of Wisconsin - Eau Claire, 1982

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**FIDELIA STURDIVANT  
CANDIDATE FOR PRESIDENT-ELECT**

**What Are You Doing for Others?**

Life’s most persistent and urgent question is: “What are you doing for others?” This statement posed by Martin L. King, Jr. resonates in my mind as I reflect upon my desire to serve as

President-elect of NAESP. I have devoted more than 25 years of my life to the educational profession as a teacher, supervisor, assistant principal, and principal. My focus has been, and continues to be, on providing quality education to all children through quality leadership. My challenge, if nominated for the position of President-elect of NAESP, is to inform parents, community stakeholders, and elected legislative lawmakers that NAESP has approximately 23,000 members who are committed to providing quality education leadership that lends itself to academically successful students who are college and career ready.

If I were President-elect, I would use my years of leadership training provided by NAESP and the New Jersey Principals and Supervisors Association (NJPSA) to advocate for our educational profession. I have had the honor of serving on the NAESP Board of Directors, and among other duties, worked with other educational leaders to develop new goals and strategic plans that enhanced student performance and shaped the long-term impact of school improvement. As a national Association, we must work together to project a positive and professional image of dedicated elementary and middle-level principals. My voice would echo the call for additional and adequate funding to implement federal- and state-mandated programs that would ensure the safety of all school facilities so that the unconscionable slaughter of our children, our teachers, and our principals will never occur again. As President-Elect of NAESP, I would campaign for realistic timelines and funding to implement Common Core State Standards so that our students are college and career ready. I, along with other NAESP officers, would partner with representatives from the U.S. Department of Education to design strategies that would aid all school districts with a meaningful plan to develop the infrastructural needs to successfully implement the PARCC and Smarter Balanced assessments.

As President-Elect, I would use my passion, my commitment, my experience, and my leadership skills to elevate our Association to greater heights and to serve as a mentor and a resource for new and aspiring principals, assuring them that NAESP and the state affiliates are here to strengthen and protect our profession as educational leaders. It is with both pride and commitment that I seek your vote for President-elect of NAESP. My experiences gained through working on a variety of state and national committees, advisory councils, and the Board of Directors have provided a great understanding of the values of our Association.

If I am privileged to be elected as President-elect of NAESP, I would be provided with a wider audience to spread the concept of “lead by example.”

**Fidelia Sturdivant**

Principal, Wahlstrom Early Childhood Academy  
East Orange, New Jersey

**Professional Experience:** Principal, Wahlstrom Early Childhood Academy, 2000–present — New Jersey State Certified Principal Mentor, Leader to Leader – NJ EXCEL, 2007–present — Adjunct Professor, Education Department, Essex County College, 2004–2005 — Assistant Principal, Washington Academy of Music, 1999–2000 — Assistant Principal, John Howard, Jr. School of Excellence, 1996–1999 — Reading Resource Teacher 1985–1995 — Instructional Coach, 1996–1999 — Founder, First Day Care Academy, 1985–present

**Professional Affiliations:** NAESP, 1989–present (Board of Directors, Zone 2 Director, 2009–2011; New Jersey State Representative, 2011–present; National Leaders Committee, 2011–present; NAESP & NASSP National Evaluation Committee, 2011-2012; Federal Relations Network, 2011–present; NAESP and NASP National Evaluation Committee, 2011; Nominating Committee, 2008) — New Jersey Principals and Supervisors Association, 1989–present (President-elect, 2014; Board Member, 2008–present; Essex County Regional Representative, 2007–present; Executive Director Search Committee, 2011) — East Orange Administrators Association, President, 2008–2012 — Member, Association for Supervision and Curriculum Development, 2009–present

**Civic/Community Honors:** Lifetime member, Delta Sigma Theta Sorority, 1985–present — Trustee, Bethel Baptist Church, Orange, New Jersey, 2012–present

**Education:** Doctoral student, Educational Leadership, California Coastal University, present — Advance Studies, Administration, Kean College, 1980 — M.A., Secondary Education, Seton Hall University, 1976 — B.S., Education, West Virginia University, 1971

## Support NAESP Leaders: Election 2014

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 March 15-April 15.

To vote online, go to **naesp.org** and log in. If you have never logged in (or if it has been a while):

- Your **username** 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.*

## ZONE 1

Connecticut, Delaware, Maine,  
Massachusetts, New Hampshire,  
Rhode Island, Vermont



**TARA A. MCAULIFFE**  
Rockwell School  
Bristol, Rhode Island

My career has always centered on advocacy. I advocate for children to be provided with a relevant, quality education. I advocate

for teachers to be provided the tools to deliver top-notch instruction. I advocate for families to be supported in the challenges of parenting. My most powerful advocacy though, has been for principals in my state. The principal's voice is a knowledgeable, experienced one. It needs to be heard as we go about the business of creating new standards and accountability in education. "True leadership lies in guiding others to success, ensuring that everyone is performing at their best, doing the work they pledge to do and doing it well," politician Bill Owens wisely said. It is vital that school leaders stay the course in these challenging times. My hope is that you will allow me the honor to advocate on behalf of the principals of Zone 1. Together, let's ensure that the principal's voice is heard.

**Professional Experience:** Principal, Rockwell School, Bristol, RI, '10-present — Principal, Meadowbrook Farms Elementary School, East Greenwich RI, '04-'10 — Principal, Thornton Elementary School, Johnston, RI, '01-'04 — Assistant Principal, Peace Dale Elementary School, South Kingston, RI, '00-'01

**Professional Affiliations:** NAESP '00-present (NAESP Rhode Island Representative, '08-present; Bylaws Committee, '12-'13; Northeast Regional Meetings Zones 1 and 2, '09-'13; National Leaders Conference, '05-'12) — Rhode Island Association of School Principals, '00-present (Elementary Director, '05-'08) — Rhode Island Department of Education Data Team

**Civic/Community Honors:** Reading Volunteer for Adults, East Bay Literacy Volunteers, '11-'13

**Education:** M.Ed., Elementary Education, Rhode Island College, '00 — ESL Certification, K-12, Rhode Island College, '96 — Elementary Education Certification, Rhode Island College, '95 — B.S., Speech Communication, Northeastern University, '86



**VICTORIA A. REED**  
Highland Elementary  
Wallingford, Connecticut

I am proud to be a principal! My involvement with NAESP has been gratifying and beneficial to me as well as to principals in

Connecticut. I have been the Federal Relations Coordinator representing Connecticut for the past seven years. I bring a wealth of experiences, knowledge, and enthusiasm to help the NAESP Board of Directors move our Association forward in supporting principals, from novice to veteran. I have demonstrated the ability to work collaboratively with district staff, parents, my fellow board members at the Connecticut Association of Schools, and with Federal Relations Coordinators. I do not shy away from hard work. I have a strong task commitment, strong written and verbal communication skills, and a great sense of humor. I am excited to be considered for Zone 1 Director. If elected, I will work hard to support the needs of principals and the Association.

**Professional Experience:** Principal, Highland Elem. School, '01-present — Wallingford Public Schools (Chair and Member, Diversity in Action Committee, '06-'07; Member, Search Committee for Superintendent of Schools, '09; Member, Search Committee for Partner School Principal, '09 and '11) — Southern Connecticut State University, Mentor to Aspiring Principals, '09-'10 — Sacred Heart University, Mentor to Aspiring Principals, '10-'11 — Assist. Principal, Mary Morrison Elem. School, '96-'01 — NAESP/NAESP Joint Committee on Teacher Evaluation December, 2013 — Wallingford Public Schools, Member of the Early Childhood Exploratory Committee '13-present

**Professional Affiliations:** NAESP, '01-present (Connecticut State Representative, '13-present; Connecticut Federal Relations Coordinator, '07-'13; Federal Relations Conference, '07-'13) — Connecticut Association of Schools (Executive Board, '10-present; Elementary Board of Control, '06-present; Professional Studies Committee, '03-'06 — Connecticut ASCD, '05-present

**Professional Honors:** Wallingford Administrator of the Year, '13 — Connecticut Association of Boards of Education, Special Project, Award of Excellence, '13 — Connecticut Association of Schools Distinguished Service Award, '09 — NAACP Education Award, '05

**Civic/Community Honors:** Wallingford YMCA Board of Directors, '09-'11 — Mid-State Medical Center Board of Governors, '06-'08 — Girls Inc. Board of Directors '05-'08

**Education:** M.Ed., Educational Administration, Teachers College, Columbia University, '95 — M.S., Elementary Education, State University of New York at New Paltz, '87 — A.B., Political Science, Middlebury College, '83

## ZONE 2

New Jersey, New York,  
Pennsylvania



**HEATHER L. HOUSER**  
Grandview Upper  
Elementary  
Tarentum, Pennsylvania

Principals need a supportive network. There is no job more important than shaping the future of

children. This task cannot be done alone. In any given day, the number of "hats" a principal may wear is far greater than only the principal "hat." As the Zone 2 Director for NAESP, I will work to ensure that principals receive help from someone with integrity who is dedicated and able to use humor to enjoy the positive aspects of the role. Throughout my career, I have been mentored in this manner and would be honored to share what I've learned with principals across the country. In a sense, I see this opportunity as a way to "pay it forward" and encourage other principals to do the same.

**Professional Experience:** Principal, Grandview Upper Elementary, '09-present — Holy Family Learning (Supervisor of Special Education, '08-'09; Supervisor of Alternative School '07-'08) — Learning Support Teacher, Avonworth High School, '99-'07 — Teacher, Residential School, Holy Family Institute, '98-'99

**Professional Affiliations:** NAESP, '08-present (National Conference, '13, '09) — Pennsylvania Association of Elementary and Secondary School Principals, '08-present (West III Elementary Representative, '12-present)

**Civic/Community Honors:** Board Member, Rainbow Animal Refuge, '98-present — Church Council, St. Peter's Church, Butler, PA, '07-'09

**Education:** Certificate, Special Education, Slippery Rock University, '13 — M.Ed., Educational Administration, Point Park University, '07 — B.S., Elementary Education/Special Education, Slippery Rock University, '93

## ZONE 8 Arkansas, Kansas, Louisiana, Missouri, New Mexico, Oklahoma, Texas



**MELISSA "MISSIE" D. PATSCHKE**  
Upper Providence  
Elementary School  
Royersford, Pennsylvania

NAESP combines talent and resources to encourage principals to reach success.

This advancement of the role of the elementary school principal is unmatched by any other national association. NAESP uplifts the value of all principals in the eyes of our politicians and colleagues, and in the hearts of our school families. Based on my high respect for the organization's collaborative practices, as well as the impact great school principals make in the lives of children, it would be a privilege to serve as the Zone 2 Representative to the NAESP Board of Directors. No matter the demographic profile of our work, great principals are always seeking ways to be the catalyst of "what's right" for their students. The honor of this work lies in the partnership of great minds, and in the smile of each child impacted by the support and strength NAESP offers school leadership.

**Professional Experience:** Principal, Upper Providence Elem. School, '02–present — K-12 Health and Wellness Coord./Grant Writer, '11–present — Elem. Principal, Daniel Boone Area School District, '96–'02 — Middle School Assist. Principal, West Shore School District, '95–'96 — Special Education Teacher, Reading School District, '88–'95

**Professional Affiliations:** NAESP, '13–present (Board of Directors, Zone 2 Director, '13–present; Membership Comm., '11–'13; Nomination Comm., '11; State Representative and National Leaders Conf., '10–'13; Federal Relations Coord., '10–'11; Mentor Coach, '10–'13; Principal's Help Line, '08–'10; Editorial Advisor, *Principal*, '07–'10; Capitol Contact, '05–'06) — PAESSP, '96–present (Board of Directors, '08–'13; PAESSP Conf. Presider and Presenter, '07–'13; Member, High Stakes Testing Task Force, '08) — Montgomery County Principals' Assoc. — Berks County Elem. Principals' Assoc.

**Professional Honors:** Awardee, Educational Seminars; Argentina Fellowship, Bureau of Educational and Cultural Affairs of the U.S. Dept. of State, '12–'13, White House Educational Forum for Pennsylvania, '12 — Awardee, Doing What Works, U.S. Dept. of Education & WestED, '10–'11

**Civic/Community Honors:** Elem. Education Representative, PHEEL for Haiti Board of Directors, '12–present — Awardee, Top 25 Community Leaders Under 40 Years Old in Southeastern PA, '05–'06

**Education:** Ed.D., Education Leadership, Immaculata University, '05 — Administrator Certification, K-8 Principal, Temple University, '96 — M.S., School Counseling, Millersville University, '92 — B.S., Special Education and Elementary Education, Kutztown University, '88



**MARIBEL T. CHILDRESS**  
Monitor Elementary School  
Springdale, Arkansas

I love being an elementary school principal! I want the opportunity to serve an organization that means so much to me, promote its

values and benefits, and advocate for a career that I am passionate about. I want to help create and sustain an association that is relevant to our work today and beyond. I want to be a strong voice and visible presence—someone who makes a difference for all of those in our profession and those who will follow in our footsteps. During my career, I have worked with student populations that are affluent, high poverty, high minority, language minority, rural, and urban, and that span pre-K through sixth grade. My wide variety of experiences gives me a broad perspective in which to serve you and our Zone. I can think of no greater honor than to serve you as the Zone 8 Director.

**Professional Experience:** Principal, Monitor Elem. School, '07–present — Principal, Parson Hills Elem. School, Springdale, '99–'07 — Thurman G. Smith Elem. School, Springdale, AR (Assist. Principal, '97–'99; Teacher, '96–'97) — Teacher, Hillcrest Elem. School, Ruston, LA, '90–'96

**Professional Affiliations:** NAESP, '97–present (Teacher Evaluation Committee, '13–present; National Policy Board for Educational Administration/CCSSO committee to review the ISLLC/ELCC Standards, '13–present; Principal Evaluation Committee, '11–'12; National Leaders Conference, '11–'13) — Arkansas Association of Elementary School Principals (AAEP), '97–present (Faculty, Aspiring Principals Workshop, '07–present; President, '11–'13, Secretary/Treasurer '10–'11, Northwest Arkansas Zone Director, '07–'10) — Board Member, Arkansas Association of Educational Administrators, '10–present — Arkansas Parent Teacher Association, Springdale City Council (President, '04–'05; Vice President, '03–'04)

**Professional Honors:** Arkansas Leadership Academy Master School Principal Designation, '10 — National Distinguished Principal, '09 — AAEP Principal of the Year, '08 — Lincoln Parish Teacher of the Year and Louisiana Regional Teacher of the Year, '95

**Civic/Community Honors:** Board Member and Chair, City of Springdale Playful City USA, '08–'10 — Member and Performer, Arts Center of the Ozarks, '02–present

**Education:** Ed.S., Educational Leadership, University of Arkansas, '00 — M.A., Elementary Counseling, Louisiana Tech University, '93 — B.A., Elementary Education, Louisiana Tech University, '90



**DUANE L. DORSHORST**  
Oberlin Elementary School  
Oberlin, Kansas

I have been the proud principal of Oberlin Elementary School for 18 years. During that time, I have been very involved in

my state association, serving in four different offices including president. I have been the Kansas State Representative to NAESP for seven years. Service is the cornerstone of my personal and professional life. I am very involved in my community, my school, and my state organization. It would be my privilege and honor to serve you as the Director of Zone 8. In working with the representatives of our great states for the past seven years, I have developed a deep respect for the principals and leaders of our respective states. I know that by working together we can continue the great tradition and respect that has been a Zone 8 hallmark.

**Professional Experience:** Principal/Superintendent, Oberlin Elementary, '10–present — Principal, Oberlin Elementary, '97–'10 — Assistant Principal and Athletic Director, Decatur Community Junior High, '95–'97 — Science Teacher, Decatur Community Junior/Senior High, '88–'97

**Professional Affiliations:** NAESP, '94–present (Kansas Federal Relations Coordinator, '11–present; National Leaders Conference, '06–present) — Kansas Association of Elementary School Principals, '93–present (NAESP State Representative, '06–present; President, '05–'06; President-Elect, '04–'05)

**Civic/Community Honors:** Chairperson, Oberlin Library Board, '06–'13 — Chairperson, Decatur County Extension Council, '96–'00 — President, Oberlin Theater Board, '04–present — Oberlin Rotary Club (Past President, '13–present; President, '12–'13; Board Member, '10–present)

**Professional Honors:** Kansas Distinguished Principal Award, '05

**Education:** M.A., Administration, Fort Hays State University, '91 — B.S., Education, Chadron State College, '83 — B.A., Biology/Earth Science, Chadron State College, '80

# NAESP Launches National Panel of New Principals

The National Panel of New Principals, the only initiative of its kind, is dedicated to supporting principals in the first or second year of their principalship. By participating, new principals will contribute to a dynamic knowledge base about what it's really like to be a new principal today. And they'll gain insights into how their experience as a new principal compares to their peers both within their state and throughout the nation.

New principals are encouraged to enroll online at the website listed below. Participants remain on the panel until the end of the second year of their principalship. Each month, participants are invited via email to answer a few brief questions. The total time commitment per month is less than 10 minutes.

Each time a principal participates, he or she receives a \$10 gift certificate to shop in the National Principals Resource Center. Non-members also earn a free NAESP membership by responding for at least six months.

To find out more information and to join the panel, visit [naesp.org/national-panel-new-principals](http://naesp.org/national-panel-new-principals).



## Conference 2014: Essentials for Early Career Principals

**What if** you heard an idea to help you have a hard conversation with a staff member?

**What if** you discovered strategies for solving problems with grit, perseverance, and determination?

**What if** you could discuss the facts and fiction about principal leadership?

Explore these questions and more at the 2014 NAESP National Conference and Expo, held July 10-12 in Nashville, Tennessee. Dynamic speakers and engaging sessions will equip new principals to combine leadership and management tasks to maximize student learning.

Watch for sessions geared toward new principals:

- *There's an App for That: 20 Apps Principals Can't Live Without;*
- *The True Story of a First Year Principal: How Data Saved My Life;*
- *Calling New Principals: Sharing the Promise of Leadership; and more!*

**Plus:** Don't miss the special **Early Career Principals Breakfast** on Friday, July 11. Veteran educator Nancy Carter will share humorous insights into the life of the principal, enkindling educators' excitement for the principalship. Participants will also have a chance to explore school safety, time management, and parent communication with fellow principals and trained principal mentors.

Register now at [naesp.org/2014](http://naesp.org/2014).



### NAESP National Conference and Expo Must-Dos

- Register at [naesp.org/2014](http://naesp.org/2014), so it doesn't happen without you!
- Select a pre-conference workshop to attend.  
*Six educational superstars, including Judy Carr, Barbara Blackburn, and Carol Ann Tomlinson, will present dynamic full-day workshops on rigor, coaching, and more.*
- Reserve tickets for Denim & Dancing.  
*This NAESP Foundation fundraiser on July 9 offers fun aboard the General Jackson Showboat.*
- Book your accommodations; hotel spaces are filling quickly.

# Principals Speak Out at 2014 National Leaders Conference

NAESP's annual National Leaders Conference (NLC), brings nearly 200 principals from across the country together to Washington, D.C. to engage with top education thought leaders and lawmakers.

A key highlight of this year's conference, held Sunday, February 23 to Tuesday, February 25, was the launch of NAESP's 2014 advocacy agenda

Principals met with members of Congress to advocate for supportive education policies based on NAESP's advocacy agenda. The agenda comprises strategies to strengthen federal policies for the nation's principals, including boosting funding for principals' professional development, pressing for fair and objective principal evaluation systems, and focusing on accountability systems that consider student growth.

Principals prepared for these visits with a series of sessions on education policy issues. In a key panel, Deborah Delisle, assistant secretary for elementary and secondary education at the U.S. Department of Education, and Chris Minnich, executive director of the Council of Chief State School Officers, explored principals' challenging task of implementing Common Core State Standards amidst new teacher evaluation systems and tight budgets.



Delisle and Minnich (pictured above with moderator Kris Kurtenbach) emphasized that principals play a key role in speaking out about the realities of implementation in their schools, and need support for shifts in practice.

In a question-and-answer session that followed, principals asked Delisle and Minnich about professional development for principals, community support systems, and teacher evaluations. Delisle stressed that multiple measures of success are vital, and that states can often rush accountability systems without carefully considering metrics.



*Principals gather on the steps of the U.S. Capitol after a day of meeting with lawmakers.*

To guide discussions with legislators on teacher evaluation, participants learned about NAESP's newly released policy brief on teacher evaluation. *Supporting Principals in Implementing Teacher Evaluation Systems*, released jointly with NASSP, offers policymakers seven recommendations to bolster principals in the evaluation process.

NLC culminated with the presentation of the Congressional Champion Award for legislators who work on behalf of the nation's principals. Sen. Al Franken (D-MN) and Rep. Susan Davis (D-CA) received this year's award for their commitment to principals through the introduction of the School Principal Recruitment and Training Act, a key bill in the 113th Congress. The bill, written with input from NAESP and principals, serves to strengthen federal policies for instructional leaders.

"You all make a huge difference," said Davis at NLC's closing reception on Capitol Hill. "[One] reason I am here today is that we want you engaged in public policy. It's so important to express [your] views."

For the remainder of the year, NAESP will promote and advance the School Principal Recruitment and Training Act as a key component of ESEA reauthorization. NAESP will press for other measures to build the leadership capacity of the nation's elementary and middle-level principals.

For more information on NAESP's advocacy agenda, visit [naesp.org/advocacy](http://naesp.org/advocacy).

For Twitter highlights from NLC, visit NAESP's Storify page: [storify.com/NAESP](http://storify.com/NAESP).

For photos from the event, visit NAESP on Flickr: [flickr.com/photos/naesp](http://flickr.com/photos/naesp).

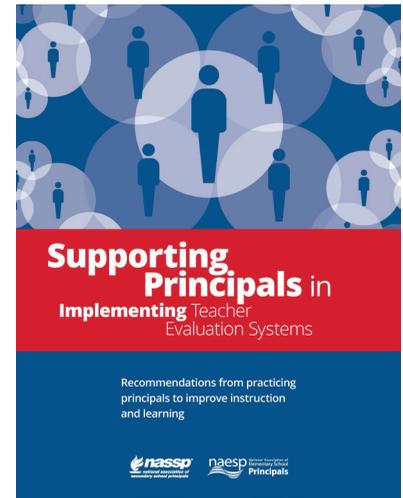
# Teacher Evaluation: 7 Supports for Principals

Evaluating a teacher takes 11 to 15 hours of a principal’s time over the course of a school year, according to a February 2013 NAESP/NAESP study. Multiply that by the average number of staff members a principal manages, and the resulting equation is one many principals will find all too familiar: Teacher evaluation can take up to 600 hours a year.

But this crucial process can be made smoother for principals—and more constructive for teachers—if states and districts take action. A new joint brief from NAESP and NASSP, *Supporting Principals in Implementing Teacher Evaluation Systems*, examines these steps. It offers policymakers seven recommendations to bolster principals as new evaluation systems take root.

- 1. States and districts should spend 10 percent of Title II funds on professional development for school leaders.** Currently, states and districts spend less than 4 percent of Title II “allowable use” funds on principal professional development.
- 2. States and districts should provide principals with training, credentialing, and ongoing professional development on teacher evaluation.** This should include training on instructional coaching. Without coaching, teachers are left with no mechanism to support their growth within evaluation systems.
- 3. States and districts should respect principals’ judgment.** As school leaders, principals are uniquely qualified to recognize great teaching. Principals must be given latitude to make decisions regarding evaluation tools, improvement plans, and personnel.

- 4. States and districts should reduce the number of observations** required for teachers who demonstrate effectiveness.
- 5. States and districts should provide consistent funding for schools to hire assistant principals** and other school administrators who provide direct support for teachers. At minimum, every school with more than 400 students should have an assistant principal.



- 6. States and districts should provide personalized professional development for all teachers to support collaboration and best practices** within school districts and schools to improve instruction and learning. Schools must provide ongoing professional learning for educators at every stage of their career.
- 7. States and districts should provide principals with effective technology and related tools** to facilitate efficient observations and support them to disseminate timely feedback to teachers as well as personalize professional development and learning opportunities.

Read the brief at [naesp.org/teacher-evaluation](http://naesp.org/teacher-evaluation).

## Staff Recognition: Pass It On

*Ease the stress of testing season with this idea for staff recognition.*

Choose an interesting item or knickknack, such as a stuffed version of your school mascot, and present it at a staff meeting to a staff member who made a positive contribution that week. The person keeps the award for the next week. Then, he or she passes it on to a colleague and writes the reason for choosing the new recipient in your weekly staff bulletin.

This roving award gives staff members the opportunity to recognize one another and spread the affirmations to teachers, food service personnel, custodians, and paraprofessionals.

—*Season It With Fun* by Diane Hodges, available in the National Principals Resource Center at [naesp.org/nprc](http://naesp.org/nprc).



## Green-lighting BYOD: 3 First Steps

By Jonathan Ross and Nicholas Indeglio



The freight train of technological evolution continues to roll forward in education at breakneck speed. If you are a principal thinking about starting a Bring Your Own Device (BYOD) initiative at your school, you'll likely face roadblocks along the way from teachers, parents, your school's bandwidth, and more. Challenges to the status quo in education can bring resistance—but, fortunately, there's good news. School leaders are willing to share their experiences, paving the way

to implementation.

Before you begin, ask yourself if this is the time to tackle a new initiative. BYOD is an undertaking that, if not given the attention it needs, can create more problems than would have existed otherwise. Prepare for the initial implementation by discussing the topic with your faculty. Let them share their concerns and fears. This tactic not only gives your staff members the opportunity to work through the idea, but it also gives you, the leader, a chance to hear about potential stumbling blocks.

Here are the three most common questions and concerns that we encountered in BYOD implementation.

### 1. What educational value does this have for instruction?

More students come to school each year with higher levels of digital literacy. They are the "digital natives," while we are "digital immigrants." Our district's superintendent, Lawrence Mussoline, once said, "To ask [students] to power down when they enter our schools is a tremendous disservice when they're part of a fully connected community outside of school." BYOD maximizes our potential to enhance and begin transforming instruction.

Plus, in this age of fiscal cliffs and dwindling revenues, it is becoming more difficult to ask taxpayers to pony up the money for new devices. Why wouldn't we allow students to use the ones they already own and know how to use?

### 2. Can our Wi-Fi, bandwidth, and overall network handle all these potential devices?

While you might think this is a question for your IT department, make sure you have an answer before

considering BYOD implementation. If you anticipate that additional devices will challenge the overall fidelity of your current system, then the system needs to be fully upgraded before BYOD begins. Otherwise, you may lose your staff's trust, and then the implementation battle is lost.

### 3. How will we make sure kids are using the devices appropriately?

Early in implementation, consider how safety will factor into your BYOD plan. New initiatives often require visual cues and recognizable symbols to help reinforce the rules, especially for younger students.

One of our teachers, Lois Grosso, came up with the idea of setting up device "traffic light zones" throughout the school. The zones include:

- **Red Light Zones:** Devices are never permitted. This includes bathrooms and locker rooms.
- **Yellow Light Zones:** Students must first receive permission from a staff member before using their devices. All classrooms were initially designated as yellow light areas.
- **Green Light Zones:** Students may use their devices appropriately at all times. The cafeteria and hallways became green light areas.

Make sure to give students, parents, and staff plenty of lead time to get accustomed to the new BYOD system. We distributed the rules and information about these zones to all stakeholders through both social media and traditional methods (posted on websites, Facebook, and Twitter; parents were reached with robocalls, etc.).

This initial groundwork paved the way for us to move forward with BYOD implementation. Because we considered these questions early in the planning process, our schools are now cruising on an unobstructed highway of BYOD success.

*Jonathan Ross is principal of Lionville Middle School in Exton, Pennsylvania.*

*Nicholas Indeglio is principal at Downingtown Middle School in Downingtown, Pennsylvania.*

*Together, Ross and Indeglio are The Rock Star Principals. Find them at [rockstarprincipals.com](http://rockstarprincipals.com) and on Twitter at [@rckstrprincipal](https://twitter.com/@rckstrprincipal).*

## 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 9.*

*Final Deadline: June 23.*

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

**THE MOCKINGBIRD FOUNDATION** is a non-profit founded by fans of the band Phish who are focused on supporting music education for children. Competitive grants are issued each year that have included financial support for instruments, staffing, scholarships, and curricula. Grants are generally made on a one-time basis, and range from \$100-\$5,000.

*Deadline: August 1.*

[mbird.org](http://mbird.org)

**LET'S MOVE SALAD BARS TO SCHOOLS** provides grants to schools seeking to increase children's consumption of fruits and vegetables. The program's goal is that every school in the United States have a salad bar as part of their school food service

program, providing every child daily access to fresh fruits and vegetables, whole grains, and healthy proteins. Any K-12 school or district participating in the National School Lunch Program is eligible to apply.

[saladbars2schools.org](http://saladbars2schools.org)

**MICROSOFT PARTNERS IN LEARNING** offers Virtual University webinars that give educators access to thought leaders and real-world examples of how schools are transforming education with technology. The network is free to join, and it provides webinars and other useful educational resources.

[pil-network.com/pd/VUWebinars](http://pil-network.com/pd/VUWebinars)

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