ATTENTION NAESP MEMBERS!

Have your Students Create Works of ART

The NAESP iShops Division encourages principals and teachers to showcase the creativity of their students by using the “Online Shopping Mall” in a magnificent new way.

Just have each student draw pictures relating to noteworthy events during the school year (below are examples of popular occasions).

- BACK TO SCHOOL
- CHRISTMAS
- EASTER
- MOTHERS & FATHERS DAY
- HALLOWEEN
- JULY 4th
- ST. PATRICKS DAY
- THANKSGIVING
- VALENTINES
- Many more...

Basic specifications for preparation of artwork:

1) Designs must be rendered on 8 1/2 X 11 white paper.
2) Student must write in a corner of the drawing the name of the recipient (e.g. HAPPY VALENTINES DAY NANNY!)
3) Students must write in a corner of the drawing the name of the artist (e.g. LOVE CARLY)
4) Then simply mail completed artwork to NAESP iShops Division at 777 E. Missouri Avenue, Suite 121, Phoenix, AZ 85014

This opportunity is a wonderful way to generate revenue for your school and great fun for faculty, students and their families. In addition, this program promotes creativity with all participating students, and there are more than 100 products to choose for displaying finished artwork.

COMING SOON

Soon each school will have in its “Online Shopping Mall” and the capacity for students, teachers, family and friends to draw and personalize artwork directly online! No more rendering on paper, using the postal service or even scanning a finished drawing. Participants will be able to simply go to the “Online Shopping Mall” of their school and click on an icon that will direct them to an area to create works-of-art for special events.

http://www.idigitalonline.com/signup/naesp.html
www.naesp.org
Understanding RTI Through Reflection and Exploration


Johnny can’t read and Susie can’t spell. But do they each have a learning disability? When Congress reauthorized the No Child Left Behind Act, it changed the law about identifying students with specific learning disabilities. School districts now may implement a process that involves documentation of how a child responds to scientific, research-based interventions. Though the question “Do Johnny and Susie have a learning disability?” is the same, the answers may look very different. Response to Intervention: A Practical Guide for Every Teacher familiarizes teachers with the concept of changing from the discrepancy model for determining learning disability eligibility to a response to intervention (RTI) model that documents how well a student responds to appropriate instructional interventions. The authors delve into the unique differences between the two primary RTI models—problem-solving RTI and standards protocol RTI—while providing relevant and realistic examples of their application. The book closes with a focus on how RTI impacts student subgroups as well as its impact on every child and teacher in the school.

Throughout the book, readers are directed to stop and reflect as they explore philosophical questions and their own biases and prejudices. Each reflection break probes you to confront current reality and explore how (and if) the RTI model will help to better meet the needs of students. Response to Intervention is not a leisurely read. If you’re looking for a recipe on how to implement the RTI model, this is not your book. However, if you’re ready to build understanding and capacity for change, Response to Intervention is the book for you. It would serve as a great primer for any school or district beginning to explore the implementation of RTI. Be sure, however, that you’re ready to answer and explore the questions the book will raise. There will be many.

Reviewed by Teresa Tulipana, Principal, Hawthorn Elementary School, Kansas City, Missouri, tulipanat@parkhill.k12.mo.us.

Developing Capable Leaders


With an estimated 50 percent of the current work force of principals retiring (or leaving the profession) in the next five years, Learning to Lead: Ten Stories for Principals is a just-in-time resource. If you are preparing to leave the principalship and help mentor future principals or are a new principal, this book can help provide a noticeable contribution to the professional learning needs of new principals.

Many new principals believe that they have inherited power and substance when they get the keys to their new school. They envision a group of highly effective teachers who are just waiting for their direction. This book is perfect for when those principals realize they must learn to lead the school rather than simply inheriting the leadership. And the reflections and stories in this book will provide the information to help make the transition from new principal to developing leader.

As an experienced principal, I can vouch for the valuable and immediately usable information the authors provide. The authors’ style is easy to read and memorable; reflective, yet practical.

Each chapter reveals some important lesson that we all learn on our journey to excellence. The chapter, “Life in the Kennel: Building Trusting Relationships,” was simply remarkable. Ruby Payne has advised us that we cannot teach without building trusting relationships, and Chirichello and Richmond advise us that we cannot lead without building trusting relationships. Teachers will willingly go where we lead and try what we offer if they know they can trust us to support them as they grow through trial and error. We learn how to build trusting relationships, through the opportunities the book offers, and even reflect on our own trusting relationships to realize the wisdom in this.

Learning to Lead is an application of the ISLLC (Interstate School Leaders Licensure Consortium) Standards for School Leaders. Each chapter and case references one of these standards. The book is an excellent resource for experienced principals mentoring new principals, new principals searching for answers, and college professors needing texts to help prepare future principals.

Reviewed by Jan G. Borelli, Principal, Westwood Elementary School, Oklahoma City, janborelli@cox.net.