David N. Wick currently serves as NAESP’s President and is the Principal of Columbia Falls Junior High School, Columbia Falls, Montana. Columbia Falls Junior High’s instructional program has been at the forefront of innovation in Montana for many years. He believes that the principal has the greatest impact on school culture. Because of this outlook, he has dedicated his career to not only his students and faculty but also to his colleagues in education. David has been a member of the Montana Association of Elementary and Middle School Principals and NAESP for the past 27 years. He says that these professional associations have been key to any successes his school has experienced during his time as a building leader.
Who We Are

The National Association of Elementary School Principals (NAESP), founded in 1921, is a professional organization serving elementary and middle school principals and other education leaders throughout the United States, Canada, and overseas.
NAESP Mission

The mission of the National Association of Elementary School Principals (NAESP) is to lead in the advocacy and support for elementary and middle level principals and other education leaders in their commitment for all children.
NAESP Vision

• The Association believes that the progress and well-being of the individual child must be at the forefront of all elementary and middle-school planning and operations. Further, NAESP supports elementary and middle-level principals as the primary catalyst for creating a lasting foundation for learning, driving school and student performance, and shaping the long-term impact of school improvement efforts.
EXECUTIVE SUMMARY

LEADING LEARNING COMMUNITIES

Pillars, Practices, and Priorities for Effective Principals

National Mentor Training and Certification Program™

NATIONAL ASPIRING PRINCIPALS ACADEMY

www.naesp.org  @naesp  @thenaesp
New Principal Connection
Insights from new principals for new principals

What a year! New principals have worked hard and finally made it to summer break. But, before they wrap things up, we asked them to take a retrospective look back on the 2018-19 school year, as well as their plans for future.

How did the job measure up?
Most principals seem to have had a good idea of what the prinicipalship entailed — 68% said the job was what they expected. Even better, 81% said the job was better than expected, with only 19% stating it didn’t quite meet expectations.

Considering the entire year, how would you rate your overall job:

- In short, the job was stressful but also satisfying.
- A very stressful year.
- A moderately stressful year.
- A little stressful.
- Not at all stressful.

New principals came up with strategies to address their challenges:

- Reached out to colleagues to see how they managed their time.
- Planned for various meetings.
- Send more forms of communication.
- Being welcoming and inviting to all parents who come to school.
- Displaying a "Welcome" board in the lobby that updates all activities in the school, attendance rates, positive phone calls, etc.
- Scheduling meetings with the principal and the ELA and Math leaders of study for the year.
- Job embedded staff development.
- Increased more direct communication and increased documentation.
- Addressing changes with data, making personnel accountable and making sure that you are consistent.
- Reflected on peers in the district and on staff.
- Great setting with action steps.
- Leamed out and aminated need for writing and reading.
- A lot of instructional leaders.
- Committed to a vision to better understand how to approach a school with a climate and culture that may not be the best to maintain student potential.
- Mentoring by former principal.
- Improved parent involvement.
- A new school opening in August 2018, demanding the most, but establishing a faculty and recruiting students was a challenge.
- Worked hard to develop comprehensive curriculum, a common set of values, a mission statement that is reflective of our purpose and a clear vision for our future work. We also worked to establish trust in order to move in a more accountable culture.
• Webinar Wednesday

• Webinar Series:
  Early Career Principals
  Assistant Principals
  Aspiring Principals
  Women in Pre-K-8 Leadership
State Affiliate Support
## Professional Learning At-A-Glance

### August 2019
- Webinar Wednesday: August 14
- Pre-K-6 Leadership Academy – Alabama: August 22
- Assistant Principals Webinar: August 27
- Center for Innovative Leadership Video Podcast: August Ep. 13

### September 2019
- Early Career Principals Webinar: September 3
- Professional Learning Advisory Council: September 5
- Webinar Wednesday: September 11
- Evening Connect Webinar: September 11
- National Aspiring Principals Academy: September 18
- Mentor Training: September 19
- National Panel of New Principals Survey: September 23
- NAESP Twitter Chat: September 24
- Mentor Training – San Antonio, TX: September 25-26
- Center for Innovative Leadership Video Podcast:

### October 2019
- National Principals Month Webinar: October 1
- NAESP Twitter Chat: October 3
- National Aspiring Principals Academy: October 6
- NAESP Twitter Chat: October 10
- Mentor Re-certification – Alexandria, VA: October 16
- New Principal Connection Brief: October 28
- NAESP/NASPE Literacy Conference: October 29
- Center for Innovative Leadership Video Podcast: October Ep. 14

### November 2019
- Lead for Literacy Virtual Summit: November 6
- National Panel of New Principals Survey: November 12
- NAESP Twitter Chat: November 15
- Mentor Training – Towson, MD: November 18-19
- Center for Innovative Leadership Video Podcast: November Ep. 14

### December 2019
- Early Career Principals Webinar: December 3
- Women In Pre-K-6 School Leadership: December 4
- NAESP Twitter Chat: December 10
- National Aspiring Principals Academy: December 11
- New Principal Connection Brief: December 16
- Conference – Washington, DC: December 18
- Center for Innovative Leadership Video Podcast: December Ep. 14

### January 2020
- Webinar Wednesday: January 8
- Pre-K-6 Leadership Academy – Nebraska: January 8
- Assistant Principals Webinar: January 14
- National Aspiring Principals Academy: January 16
- Mentor Training – Washington, DC: January 22
- Center for Innovative Leadership Video Podcast:

### February 2020
- Professional Learning Advisory Council: February 6
- Mentor Training – Oklahoma City, OK: February 7
- Webinar Wednesday: February 12
- National Aspiring Principals Academy: February 18
- NAESP Twitter Chat: February 19
- New Principal Connection Brief: February 26
- Center for Innovative Leadership Video Podcast:

### March 2020
- Early Career Principals Webinar: March 3
- Mentor Re-certification – Alexandria, VA: March 10
- NAESP Twitter Chat: March 17
- National Aspiring Principals Academy: March 25
- NAESP Twitter Chat: March 26
- Center for Innovative Leadership Video Podcast:

### April 2020
- Assistant Principals Webinar: April 7
- Pre-K-6 Leadership Academy – Alabama: April 9
- NAESP Twitter Chat: April 15
- National Panel of New Principals Survey: April 20
- NAESP Twitter Chat: April 23
- Center for Innovative Leadership Video Podcast:

### May 2020
- Women In Pre-K-6 School Leadership: May 6
- NAESP Twitter Chat: May 6
- Professional Learning Advisory Council: May 7
- Webinar Wednesday: May 13
- New Principal Connection Brief: May 26
- Center for Innovative Leadership Video Podcast:

### June 2020
- Early Career Principals Webinar: June 2
- Pre-K-6 Principals Conference – Louisville, KY: July 13-14
- Assistant Principals Webinar: June 3
- Mentor Training – Alexandria, VA: June 4
- Center for Innovative Leadership Video Podcast:
David Wick
NAESP President
d_wick@cfmtnschools.net
Ed Fuller is an Associate Professor in the Department of Education Policy Studies in the College of Education at the Pennsylvania State University. Dr. Fuller also serves as the Director of the Penn State Center for Evaluation and Education Policy Analysis (PCEEPA) and as Associate Director of Policy for the University Council for Educational Administration.
Principals are Critical to Teacher Effectiveness/Retention and Student Outcomes

• Responsible for organizational effectiveness and school climate
• Impact student achievement
• Improve teacher effectiveness
• Increase teacher retention
Turnover

• Between 20% and 25% of principals leave their schools every year.
• High-poverty & underfunded schools have higher turnover rates
• Schools with lower accountability ratings have higher turnover rates
• Personal characteristics & student demographics have little influence after controlling for other factors
Potential Causes

• Lower relative salaries are associated with turnover
• State policy: unfair accountability measures, extreme focus on testing
• District decisions to move all principals every X years
• Working conditions
DIAGRAM BY ED FULLER

PRINCIPAL WORKING CONDITIONS

STATE POLICY
- Testing
- Accountability System
- Finance System
- Leadership Preparation
- Teacher Preparation

SCHOOL CONTEXT
- Student demographics/Composition
- Student Achievement
- Prior Test Scores--Incoming Students
- Prior Principals and Principals Turnover
- Prior Accountability Ratings
- Facilities
- Community
- Fiscal Support
- Student & Teacher Attrition/Mobility
- Personal Characteristics
  - Race/Ethnicity; Gender; Age
  - Experience

DISTRICT POLICY
- Principal evaluation
- Educator recruitment/retention
- Allocation of Resources
  - Human
  - Fiscal
- Role of Central Office
- Professional development

SUPERINTENDENT/SUPERVISOR
- Stability
- Support
- Feedback
- Trust & Respect

PREPARATION PROGRAM
- Clinical Experience
- Selectivity
- Cohort model
- Feedback
- Theory & Practice

PRINCIPAL AUTONOMY
- Hire/Fire Teachers
- Discretionary Budget
- Other Staffing
- Discipline

PRINCIPAL RETENTION AT SCHOOL AND IN PROFESSION

PRINCIPAL WORKING CONDITIONS

www.naesp.org  @naesp  @thenaesp
Potential Solutions

• Improve preparation (selectivity, clinical experiences, mentoring)
• Increase salaries (higher salaries for more difficult positions)
• On-going coaching/professional development
• Appropriate autonomy & support
• Attention to principal-supervisor relationships
• Improve fairness of accountability systems
• Funding fairness & adequacy

Ed Fuller
Questions?

Please use the chat box to submit questions for the presenters.

We encourage you to register for the next National Principal’s Month Webinar:

*Instructional Leadership: Creating Practice Out of Theory*

October 8, 2019 – 3:00 p.m. ET
With Peter DeWitt

[https://zoom.us/webinar/register/WN_peEsd34VRDSL3KapFCKWtQ](https://zoom.us/webinar/register/WN_peEsd34VRDSL3KapFCKWtQ)