


NEWSLEADER

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Delaware Educator Earns National Assistant Principal of the Year Title

 Courtney Voshell of Dover (DE) High School was named the 2014 NASSP/Virco National Assistant Principal of the Year during the closing session of NASSP Conference: Ignite '14 in Dallas, TX.

Voshell has been described by her school's principal, staff members, and parents as a tireless, determined, and supportive leader. They said, "If given the opportunity, she would do it all."

In 2010, during Voshell's first year as assistant principal, Dover was labeled a failing school. As a new administrator, Voshell harked on her years of teaching experience at the school to provide insight from a teacher's perspective and share ideas on how she thought the school could improve. She led the implementation of professional learning communities at the school to help teachers collaborate and share best practices and organize data to make data-driven decisions.



Courtney Voshell (left) is congratulated on stage by NASSP President BJ Paris after being named the NASSP/Virco National Assistant Principal of the Year during Ignite '14 in Dallas.

As part of her strong belief in the power of personalization in schools, Voshell makes sure to connect with teachers and students by completing weekly walk-throughs, when she provides instructional feedback to teachers and interacts and works

with students on their classroom activities.

In the two full school years since Dover was labeled a failing school, Voshell has helped the school get back on track and meet all student

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NASSP and NAESP Release Recommendations to Assist Principals With New Teacher Evaluation Systems

» As the leading organizations representing the nation's principals of K-12 schools, NASSP and NAESP have released recommendations on how to best assist school leaders with the many challenges they face because of the widespread state adoption of new teacher evaluation systems.

"Principals and the rest of the education community know that teacher quality is the single most important school-based factor in student achievement," said JoAnn Bartoletti, NASSP executive director. "It is vital that principals have the assistance they need when handling the new teacher evaluation systems because schools and students

cannot be successful if the teacher evaluation process is not successful."


Principals, however, face many challenges in the teacher evaluation process, including insufficient training, unclear rubrics, poor feedback mechanisms, and inadequate time to complete evaluations.

NASSP and NAESP assembled a body of practicing school leaders to examine existing research and provide perspective on how the profession is being affected by the widespread state adoption of new teacher evaluation systems.

The recommendations that follow—intended for consideration

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Special Conference Wrap-Up Issue

This icon  at the beginning of an article indicates that it is from NASSP Conference: Ignite '14.



Top Youth Volunteers Selected in 19th Spirit of Community Awards Program

102 student volunteers earn \$1,000 awards, silver medallions, and trips to nation's capital

► Some took a stand against bullying. Others led efforts to feed the hungry. Many provided support to veterans of the US armed forces and comfort to the homeless.

Those are just some of the stories of the 102 youth volunteers—two from each state and the District of Columbia—who were named state honorees by the Prudential Spirit of Community Awards program, a nationwide program honoring students in grades 5-12 for outstanding volunteer service. The awards program, now in its 19th year, is conducted by Prudential Financial in partnership with NASSP.

Each of the 102 state honorees will receive \$1,000, an engraved

silver medallion, and an all-expense-paid trip in early May to Washington, DC for four days of national recognition events. During the trip, 10 of them will be named America's top youth volunteers of 2014.

In addition to the state honorees, the program's judges recognized 234 students nationwide as distinguished finalists for their impressive community service activities. Each will receive an engraved bronze medallion. More than 500 other applicants were awarded certificates of excellence for their volunteer work.

Many of this year's state honorees and distinguished finalists were recognized for their innovative efforts to collect spare food, school supplies, and other essentials to donate to people in need. A number of these top youth volunteers led efforts to feed the hungry through community gardening,

and many more created programs to help other young people succeed in school or overcome difficult personal circumstances.

"We applaud each of these young people for their exemplary volunteer service," said Prudential Chairman and CEO John Strangfeld. "They use their time and talents to make a meaningful difference in their communities, and we hope their example inspires others to do the same."

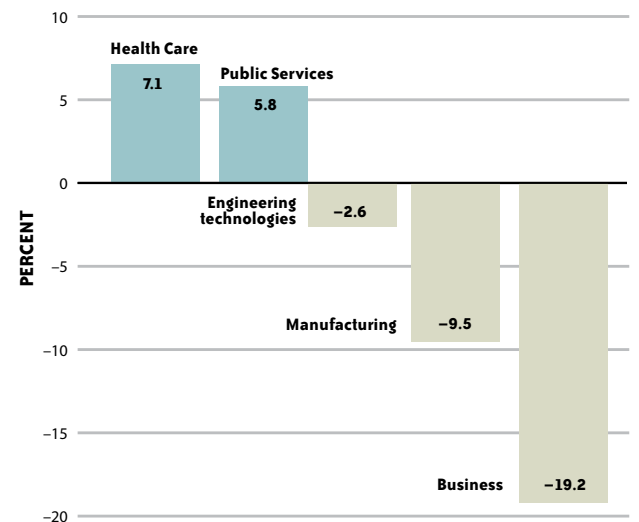
"By going above and beyond in their volunteer service, these students have brought positive change to communities across the country," said JoAnn Bartoletti, executive director of NASSP. "Congratulations to each and every one of them on this well-deserved honor."

Learn about the volunteer activities of each state honoree and distinguished finalist at <http://spirit.prudential.com>. **NL**



At a Glance Decline in CTE Credits Earned in US Public Schools

During his State of the Union address in January, President Barack Obama called for more student opportunity through career and technical education (CTE) programs. From 1990 to 2009, the average number of CTE credits earned by US public high school graduates decreased from 4.2 to 3.6. Fewer credits are being earned in such occupational areas as business and manufacturing, while health care and public services have seen increases.



Source: US Department of Education. (2013) NCES. Data Point: Trends in CTE coursetaking (NCES 2014-901). Retrieved from <http://nces.ed.gov/pubs2014/2014901.pdf>.

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Message From the Executive Director

Taking Time to Get the Standards Right



JOANN BARTOLETTI

Dear state-level policymaker,
We have a golden opportunity here to raise the achievement of all students to college- and career-ready standards. Please don't mess it up.

Sincerely,
Principal in your state

This note pretty well sums up most principals' sentiment about the Common Core and college- and career-ready standards (CCRS) in general. To be clear, NASSP remains in strong support of the Common Core and other CCRS systems in states that chose variations. In all these cases, the standards will introduce deeper, cross-disciplinary learning that will equip and empower students with postsecondary options. With those options, each student gets to define her or his own postsecondary success, which is the desire of every school leader.

But too many states are botching it. Sadly, the note above arrived late in some states (I'm looking at you, New York) where implementation has raced ahead of any understanding of what we actually need to implement. Hastily prepared assessments were prematurely administered on inadequate technology platforms before the PARCC and Smarter Balanced tests were even field tested. Those

assessments are tied to standards for which teachers had no time to prepare students. Other states have instituted a standards-based schizophrenia—having teachers work toward the new standards, while still testing students with the old assessments. In both cases, the results are used to evaluate teacher performance and to “grade” schools. Why would we expect anything but confusion, resentment, and frustration from educators in those states that have created an inevitable disaster?

NASSP is acutely sensitive to school leaders who are enduring ill-fated implementations. We also recognize that principals who have begun to move their teachers toward the new standards fear the impact of the CCRS backlash on teacher morale and student achievement. For both groups, it does not have to be this way.

Back in May, NASSP called on states to hit the pause button on accountability tied to CCRS. Now that some states have proceeded with accountability provisions, we call on them to “rewind”—to roll back those accountability provisions until we have time to get the standards right. More specifically, states should postpone any accountability provision tied to CCRS assessments until 2018. The assessment consortia, PARCC and

Smarter Balanced, are only beginning to field test their instruments this spring, with a goal of having them in place in 2016. From there, states would allow for two years of experience with a fully implemented system, comprising pre-assessments, performance-based assessments, and summative assessments accompanied by meaningful and timely feedback to teachers and schools (not to mention, an assurance that the technology infrastructure is sufficient for online testing).

This proposal is very much in keeping with the spirit of NASSP's position. We have long held that the CCRS would be a decade-long implementation process that would have to begin with a culture change. And changing the culture takes time. If we can suspend our national obsession with test-based accountability for just a few years and adopt alternative achievement metrics to fulfill ESEA flexibility waivers and Race to the Top provisions, we will come out the other side with a system that serves all students well and prepares every student for life beyond high school.

And then state policymakers can expect a different kind of note—from educators and students, thanking them for taking the time to get the standards right. **NL**

Federal Policy

Schools to Benefit from Huge Investment in Digital Learning

Federal officials and representatives from national education associations and education technology companies descended on Buck Lodge Middle School in Adelphi, MD, on February 4, to hear President Obama announce a major private sector investment of nearly \$750 million for schools to improve digital learning. The additional funding for education technology is a major win in the administration's ConnectED initiative to give 99% of students access to “next-generation connectivity” in five years.

Such companies as Apple, Microsoft, Verizon, and AT&T have pledged to provide their products, mobile and wireless services, and professional development for educators at a reduced cost or for free to certain low-income schools. According to a White House fact sheet, these commitments will “help make the most of the government investment in broadband infrastructure by ensuring it is put to the best educational use.”

NASSP is very pleased to hear that President Obama will include funding in his FY 2015 budget proposal for professional development for teachers and school leaders as they transition to digital learning

and high-speed connectivity. School leaders were very disappointed when funding for the Enhancing Education Through Technology program was eliminated in FY 2011, and we have been championing congressional proposals to renew this federal investment.

The US Department of Agriculture will also provide \$10 million in distance learning grants for rural schools to purchase equipment and services such as videoconferencing.

At a Digital Learning Day event in Washington, DC, the day after Obama's announcement, Federal Communications Commission (FCC) Chairman Tom Wheeler announced a new \$2 billion investment in broadband and wireless services for schools through the E-Rate program. He noted actions the FCC will undertake over the coming year to modernize the federal program, including focusing on high-speed connectivity to every school and library, updating how the FCC manages the program by streamlining the overall application process to make it easier and faster for schools and libraries to apply for and receive funds, and ensuring sufficient resources are made available to meet any modernization goals. Chairman Wheeler stated that an assessment

will be made before a permanent increase in the fundamental structural of E-Rate and that a notice will be issued later this spring to put any changes in place by 2015.

“NASSP is cautiously optimistic about Chairman Wheeler's announcement, which would improve management of the E-Rate program and make it easier and cheaper to disperse funds to high-need schools,” said NASSP Executive Director JoAnn Bartoletti. “We have been engaged in conversations with FCC officials about modernizing the program, but we also reiterate our call for raising the cap on E-Rate so funds are sustainable in a digital learning environment that is constantly increasing the demands on our schools and the networks they rely on.”

To ensure that school leaders and teachers are appropriately trained to use education technology, the US Department of Education released a Dear Colleague letter on February 5 that provides guidance to states, districts, and schools on how they can leverage current federal funding “to support innovative technology-based strategies.”

The document includes examples of how funding from Titles I-III of the Elementary and

Secondary Education Act and the IDEA Act can be used for digital learning “even if the program statutes do not reference educational technology specifically.”

According to the guidance, “these examples do not depart from previous ED guidance, but clarify opportunities to use federal grant funds to support digital learning, including 1) improving and personalizing professional learning and other supports for educators; 2) increasing access to high-quality digital content and resources for students; 3) facilitating educator collaboration and communication; and 4) providing devices for students to access digital learning resources.”

NASSP is encouraged by these developments and will continue to engage federal officials in conversations about the importance of digital learning in our nation's middle level and high schools. We will also urge for a strong and continued investment in the ConnectED initiative and advocate in support of additional funding for education technology as the FY 2015 appropriations process moves forward. **NL**

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NASSP Opposes New Private School Voucher Proposals

► As part of National School Choice Week in late-January, Sen. Lamar Alexander (R-TN) and Sen. Tim Scott (R-SC) have introduced two bills to greatly increase federal funding for private school vouchers at the expense of the nation's public schools.

"NASSP has long stated its opposition to private school vouchers, which drain money away from public schools, reduce accountability in the education system, and ultimately harm public schools where the vast majority of our nation's youth receive their education," said NASSP Executive Director JoAnn Bartoletti. "We are especially dismayed that the proposals would eliminate federal education programs that we know are important to school leaders, such as literacy education and career and technical education, and would redirect funding for special education programs and services away from public schools."

The Scholarship for Kids Act (S. 1968) would authorize nearly \$24 billion (41% of federal education funding) for its Scholarship for Kids program. Eligible low-income students would be able to use the grant scholarships at any state-approved public or private school they attend or for supplemental educational services. According to Sen. Alexander, 11 million students would be eligible for the scholarships and would be worth approximately \$2,100 per student.

To pay for the Scholarship for Kids program, the bill would consolidate more than 80 federal education programs previously allocated for programs under Title I of ESEA, including the Striving Readers Comprehensive Literacy program, the High School Graduation Initiative, the School Leadership program, the Enhancing Education Through Technology program, and the Carl D. Perkins Career and Technical Education Act. States participating in the program would be relieved of having to comply with all requirements of ESEA except for provisions related to challenging academic standards and related assessments.

"Equal opportunity in America should mean that everyone has the

same starting line," said Sen. Alexander at an event in Washington, DC. "During this week celebrating school choice, there would be no better way to help children move up from the back of the line than by allowing states to use federal dollars to create 11 million new opportunities to choose a better school."

The Creating Hope and Opportunity for Individuals and Communities Through Education (CHOICE) Act (S. 1909) takes a three-pronged approach to increasing private school vouchers. First, the bill would provide funds to states for disability school choice programs that would allow students with disabilities to use funds under IDEA at any school of their choice. The legislation would also create a pilot school choice program for students living on military bases. Finally, the bill would greatly expand the DC Opportunity Scholarship Program for students living in the District of Columbia.


"As someone who grew up poor and nearly failed out of high school, I know the importance of empowering parents and teachers to make a difference in a child's life," Sen. Scott said in a press release. "Kids who succeed in the classroom have a better chance of succeeding later in life. Education is the cornerstone of success, and the CHOICE Act is a great first step toward ensuring more kids across our nation have access to a great one."

All students deserve the opportunity to attend great schools, and federal resources should help support schools and students who need it the most. For this reason, NASSP encourages all principals and assistant principals to contact their members of Congress and urge them to oppose the Scholarship for Kids Act and the CHOICE Act. Visit the Principal's Legislative Action Center (PLAC) to find the contact information for your legislators and send a letter today!

See page 7 for a list of individuals who responded to the PLAC alert on the these voucher bills. **NL**

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Pennsylvania Principal Named NASSP President-Elect

 Michael Allison, a longtime principal and past president of the Pennsylvania Association of Elementary and Secondary School Principals (PAESSP), was elected to become the next NASSP president during Ignite '14. Allison will serve as NASSP president-elect for the 2014–15 school year and president for the 2015–16 school year.

Allison has been the principal of Hopewell High School in Aliquippa, PA, since 2000 and has been a PAESSP member since 1998. He has been on the NASSP Board of Directors since 2010 and has spent time on the steering, strategic planning, conference planning, and evaluation committees.

"We make a difference for children every day, and by serving our nation's principals, I can ultimately improve their standing in the public eye and make a difference for principals too," Allison said. "The same skills that I use as a principal—a passion for student

success, a strong work ethic, positive relationship building, and a willing to listen—will be the guides that I will use to collaborate with our members and build NASSP in the role of president."

During his term, Allison hopes to meet as many state and educational leaders as he can to share the positive work that US schools are doing. He also wants to help show principals that new resources, wisdom, and sound ideas are easily available to them through NASSP.

Seven new board members were also elected at the conference. They will begin their terms July 1, 2014:

- Region 2: Christine Handy-Collins, Gaithersburg (MD) High School
- Region 4: Nick Gottlob, Lead-Deadwood School District, Lead, SD
- Region 6: Leslie Frazier, Coweta (OK) Intermediate School, (one-year term)



MICHAEL ALLISON

- Region 7: Debbie Brockett, Las Vegas (NV) High School (one-year term)
- Region 8: Ralph Funk, Jersey Village High School, Houston, TX, and Martin Guillory, Oak Park Middle School, Lake Charles, LA (diversity representative)
- Middle Level-at-Large: Marilyn Boerke, Liberty Middle School, Camas, WA **NL**



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Dweck and Wong Open Ignite '14 by Examining the Impact of Mind-Sets

The questions came in fast and furious over Twitter during the conversation between Carol Dweck, author of *Mind-set* and the Lewis and Virginia Eaton professor of psychology at Stanford University, and Daniel Wong, author of *The Happy Student: 5 Steps to Academic Fulfillment and Success*, during the opening Thought Leader session at Ignite '14.

Wong began by describing his experience as a student who, despite a supportive family and stellar academic performance, experienced depression and didn't know why he was working so hard. He believes that students need a purpose and must be able to make a positive contribution to their school and community. To do that, they have to believe that they can and be allowed to take more responsibility for their own lives. Wong's five steps to happiness are:

- Decide to run your own race
- Decide what kind of race you want to run
- Start running and stay on track
- Keep running despite your fears
- Stay motivated and stay strong.

Dweck's theory of fixed and growth mind-sets provides the science that supports Wong's beliefs. Dweck's research has shown that students and adults with a fixed mind-set believe that they are what they are; they have talents and intelligence that limit what they can be and do, and they worry they won't be good enough or smart enough.

Conversely, students with a growth mind-set believe that they can overcome challenges, that they can learn, and that working hard makes a difference. Fortunately, the growth mind-set can be taught at any age. Principals and teachers can help by changing the way they offer praise. Don't praise intelligence, Dweck advises, but praise process, effort, and perseverance. Praise the



From left, Daniel Wong, Laurie Barron, Carol Dweck, and Trevor Greene pose before their Ignite '14 opening Thought Leader Session on February 6 at the Dallas Sheraton Hotel.

struggle. Ask, Who had a fabulous struggle today? Acknowledge the power of the word "yet." Saying, "I haven't learned or mastered that yet" puts you in a growth mind-set.

When asked how parents can help or hinder a growth mind-set or a student's happiness in having a purpose, Wong explained the difference between wanting what's best and wanting what's good for your children. Parents may believe that what's good for their child is protecting them and helping them avoid disappointment, ensuring that they succeed and avoid failure. But what's best for their children is probably plenty of struggle and disappointment that they can overcome and learn from, fostering feelings of self-efficacy and competence.

Dweck suggested that schools encourage teachers, parents to teach students about a growth mind-set so that they understand how the brain works and that it's OK to struggle or even fail if it leads to learning how to overcome

obstacles. For example, you can ask teachers whether they think teaching ability is something they have or something that can be taught. Stress that students and character are not fixed.

Wong and Dweck agreed students are more likely to love learning if parents, principals, and teachers share their own love of learning and what they are passionate about. Students know that adults work hard and can see the material things, but they also see the stress and unhappiness. Make it a priority to share the intrinsic value of hard work and ongoing learning.

Dweck ended with a challenge by asking, What is one thing you can do at your school that will make students or teachers happier or enhance their growth mind-sets? **NL**

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Gavel Passes to Incoming NASSP President



G.A. Buie (right) holds the gavel handed to him by B.J. Paris, principal of Round Rock (TX) Independent School District, has served as president since July 1, 2013. Buie, principal of Eudora (KS) High School, will officially assume the presidency on July 1, 2014.

NASSP Announces Distinguished Service Award Winners

In recognition of their service to NASSP and the field of education, two individuals were honored with Distinguished Service Awards during Ignite '14. NASSP thanks the winners for their work in supporting the success of the nation's students and leaders.

Dick Flanary

Dick Flanary, deputy executive director of NASSP Programs and Services, was recognized for his service to NASSP. Flanary has been an integral part of NASSP's staff since 1989. During that time, he has contributed to helping NASSP carry out its mission in a highly significant manner. He has consistently promoted excellence in leadership while supporting and advocating for principals in his daily work for NASSP. Flanary has become an international authority on the assessment and development of principals. He led the delivery of the *Breaking Ranks* leadership development training program for NASSP as well as the design and delivery of leadership skills assessment and development programs for practicing and aspiring school leaders. Flanary serves as the chairman of the Educational Leadership Constituent Council (ELCC), which reviews university educational leadership programs and confers national recognition to approved programs.

Prior to coming to NASSP, Flanary served as the director of the Southwestern Virginia Regional

Assessment Center located at the Virginia Polytechnic Institute and State University in Blacksburg, VA. He worked for 20 years in the Prince William County (VA) Public Schools district as a middle level principal, assistant principal, guidance director, and teacher.

Flanary's knowledge, experiences and expertise have made him a perfect spokesperson for NASSP and a respected resource for principals, legislators, his NASSP peers and NASSP's state associations.

Mike Schmoker

Mike Schmoker was also recognized for his service to education.

Schmoker's ongoing research, presentations, and publications have helped educators during this time of transition to the Common Core State Standards. His most recent book, *Focus: Elevating the Essentials to Radically Improve Student Learning*, has been instrumental in enabling many educators and administrators to embrace the switch to Common Core with the confidence necessary for the successful implementation and preparation for college and career readiness.

Schmoker has written four additional books dozens of articles for educational journals and newspapers and has consulted for school districts and state and provincial education departments throughout the United States. He is a former school administrator and English teacher. **NL**

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School Showcase Models Community Values

The schools who presented in the school showcase at NASSP's Ignite '14 brought a little piece of themselves to share with their colleagues. Those fortunate enough to attend one of the packed sessions experienced a bit of what happens in that school.

For example, it may not be common for professional development sessions to begin with a song, but maybe it should be. The song that started the session with the Native American Community Academy (NACA) in Albuquerque, NM, established the reverence for community, identity, respect, and balance that characterizes the school and its leaders. The importance of community was further demonstrated when attendees were asked to put down their devices and stand up. Somewhat reluctantly, they complied and were drawn into a circle and introduced themselves one by one, a reflection of the importance of identity at NACA. The circle is important in the school and the culture, and it starts every staff meeting and is used regularly with the entire school to establish community, affirm identity, and recognize success. The process

of "clearing the circle"—leaving behind devices and other distractions—focuses everyone in the moment in preparation for what comes next.

NACA focuses on respecting and preserving the ancient teachings of the student's cultures—95% of whom are Native American—and keeping those teachings relevant now and in the future. With a focus on an ecological sense of identity (the individual in the context of interactions with family, community, and school) and wellness in all aspects of their lives, the students are prepared to carry that balance into their postsecondary education and careers.

Canyon Vista Middle School presenters from Austin, TX, began by inviting each attendees to draw a circle and color it. They used that exercise to walk attendees through the same process by which students assess their learning growth on lesson objectives and create a "heat map" that makes the rubric visual and easy to read at a glance by teachers and students alike. The map of red, yellow, and green shows students where they are and where they need to go. Because

students can see where they are succeeding as well as where they need to put in some more time, the heat map motivates and affirms every student.

Presenters from Clark Central High School in Athens, GA, put attendees to work right away to score a video using their strategies and rubrics for an awareness walk, a technique they use to observe instructional strategies and identify students who require a little extra help. Hands-on work continued as attendees delved into a "data dig" that Clark Central teams of educators use to identify students at risk of failure and to develop a plan to guide them toward graduation.

All the schools more than met the objective of NASSP and the Center for Secondary School Redesign to bring in high-quality schools to share their strategies with colleagues from across the country, not only showcasing their successes but also modeling what makes them successful schools. **NL**

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NASSP Unveils New Strategic Plan At Ignite '14

NASSP has launched a new strategic plan for 2014–16 and Ignite '14 was the first opportunity to present the plan to NASSP members.

The plan comes with new mission and vision statements, as well as six organizational goals.

The plan's vision is great leaders in every school committed to the success of each student. NASSP's new mission is to connect and engage school leaders through advocacy, research, education, and student programs.

One of the six organizational goals is to connect school leaders to exchange knowledge with NASSP and with one another. NASSP knows that effective learning happens in a community where leaders can get together to discuss best practices with like-minded thoughtful colleagues.

The strategic plan outlines the many ways NASSP is working to accomplish that goal, starting with numerous efforts to enhance its online presence to facilitate fast and easy sharing between school leaders.

The NASSP website has been redesigned with the needs of members in mind, and NASSP is also

working to unify web and log-on experience across its websites and properties, such as conferences, blogs, and the PR portal, so that members can gain access to all resources with one login.

In addition, NASSP is insuring that our members will have the same kind of high-quality experience whether accessing web properties through their computer, tablets, or smart phones while measuring engagement on these platforms to help inform changes, enhancements, and strategies in the future.

NASSP is also working on diversifying our content and delivery so that school leaders have more opportunities to share and interact through social media, commenting features, and secure communications about the topics that most concern them.

Together, these efforts are intended to build capacity and training and help school leaders become more connected learners.

The remaining goals will be outlined in the coming issues of *NewsLeader*.

To learn more about the strategic plan, visit www.nassp.org. **NL**

NASSP Celebrates National Assistant Principals Week

NASSP has declared the week of March 31–April 4, 2014, as National Assistant Principals Week to honor and recognize the contributions of assistant principals to the success of students in schools across the United States.

NASSP will mark National Assistant Principals Week by hosting all of the NASSP/Virco National Assistant Principal of the Year program winners in Washington, DC.

During their stay in Washington, state and national winners will be honored at a black-tie event and will meet with their members of Congress to discuss the many challenges facing school leaders today. The winners will also have opportunities to participate in a variety of networking activities with their peers.

Since 2010, NASSP has worked with members of Congress to introduce a resolution recognizing Assistant Principals Week to further promote and recognize the value and importance of the work assistant principals do. Thus far, Senator Patty Murray (D-WA) has agreed to cosponsor the resolution. As of press time, NASSP is still actively seeking a Senate Republican to cosponsor the measure so that it can be introduced and passed. NASSP encourages you to call your senators today and ask them to cosponsor this resolution.

All schools are encouraged to celebrate the assistant principals

in their schools. Here are some ideas to get you started:

For principals and assistant principals:

- Ask your mayor to declare March 31–April 4, 2014, as Assistant Principals Week in your community

- Submit an article or guest column in your local newspaper about the critical role of school leaders

- Invite members of the board of education, central office staff members, and other community leaders to shadow you for a day.

For parents, teachers, and students:

- Write a note thanking your assistant principal for all that he or she does, with specific examples of how he or she has helped you

- Set up a banner somewhere clearly visible in the school where students, parents, and teachers can write notes of appreciation to the assistant principal. Or set up a table at lunch to do the same on thank-you cards that will be left in the assistant principal's mailbox

- Write letters to the superintendent showing support of your assistant principal. Use specific examples of things he or she has done to make the school successful.

For more ideas or for additional information on Assistant Principals Week, visit www.nassp.org. **NL**

Join Us in Celebrating the
Assistant Principal



National Assistant Principals Week
March 31–April 4, 2014

The National Assistant Principals Week was established by NASSP to:

- Honor and recognize the contributions of assistant principals to student success
- Encourage appropriate recognition activities that promote awareness of the Assistant Principal role in school leadership.

Growing leaders—the NASSP Assistant Principal Leadership Center



www.nassp.org/ap
#apweek

New Bullying Definition Intended to Help Research and Prevention Efforts

► The Centers for Disease Control and Prevention (CDC) recently released a uniform definition of bullying that is intended to help with data collection and prevention methods.

The definition was part of a report on bullying, *Bullying Surveillance Among Youths*, released in January by the CDC in collaboration with the US Department of Education and the Health Resources and Services Administration, as well as individual partners, including NASSP President B. J. Paris.

Paris, who has done extensive work with schools to minimize the impact of bullying and cyberbullying, first became involved with the effort in 2010 when she participated in a summit that brought together researchers, practitioners, educators, parents, youth, corporate leaders, and nonprofit organizations to gain insight on the challenges faced when addressing bullying and cyberbullying.

The summit revealed great disparities and inconsistencies in bullying studies, interventions, practices, and measurements that made it impossible to purposefully examine and make recommendations, Paris said.

Paris was then part of a 12-person panel tasked with developing a bullying definition that worked for all stakeholders.

Bullying is now defined as any unwanted, aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm

or distress on the targeted youth including physical, psychological, social, or educational harm. A young person can be a perpetrator, a victim, or both.

The new definition is intended to:

- Help public health practitioners, school officials, researchers, and evaluators define and gather systematic data on bullying to better inform research and prevention efforts
- Serve as a starting point for discussing how best to gather data on bullying in schools and communities
- Assist schools and communities in understanding when bullying occurs, the different types of bullying behaviors (e.g., physical, verbal, relational), the context in which bullying occurs, and how different groups are more or less likely to be involved in bullying.
- Help determine whether bullying prevention efforts are effective.

The definition and full report, www.cdc.gov/violenceprevention/pdf/bullying-definitions-final-a.pdf, assist principals and other educators in handling bullying and related issues at their schools, Paris said.

“In schools, we are bombarded with the notion that every conflict is bullying, which it is not,” Paris said. “The study was able to separate bullying, harassment, conflict, and aggression in ways that will make it easier for principals to be both proactive and responsive in our quest for a safe school climate.”

While there is much more work that needs to be done to ensure that every school is free from bullying, Paris said the work that the CDC and other organizations have done with this report is a great first step. **NL**

Assistant Principal of the Year

continued from page 1

targets on state assessment and graduation cohorts.

“The assistant principal has many critical roles to play as a school leader,” said JoAnn Bartolletti, NASSP executive director. “Courtney is a model of an excellent school leader who goes beyond the traditional roles of handling discipline and data and has become an expert in curriculum and instruction. NASSP is delighted to honor Courtney for the significant positive impact she has had on the students of Dover High School.”

“Virco is proud to recognize Courtney for her remarkable success as an assistant principal,” said Brian True, Virco’s director of sales. “We’re honored to sponsor the NASSP/Virco National Assistant Principal of the Year Program and contribute to assistant principals’ professional development.”

After returning from Ignite ’14, Voshell was surprised by her husband, family, and friends, who greeted her at the airport dressed in Dover High School Senators

gear. She returned to school to find that her secretary Pat Webb had decorated her office and had all staff members sign a picture frame to commemorate the award.

The love and support from the community has been overwhelming, Voshell said, and she is looking forward to representing her school and the role of the assistant principal throughout the next year.

“I am most excited to meet new leaders from across the country [who are] doing fabulous things with their own students,” Voshell said. “Just in the past four days in Dallas, I have met the most inspiring leaders [who are] working with challenging populations and making achievement gains.”

Voshell was named a finalist for the award in January, along with Clay McDonald of Piedmont (OK) High School and Deborah Miller of Park Hill High School in Kansas City, MO.

NASSP and school furniture manufacturer Virco Inc. annually honor an assistant principal

from each of the 50 states, the District of Columbia, and the Department of Defense Education Activity schools. Selection criteria are built around collaborative leadership; curriculum, instruction, and assessment; and school personalization—the core areas of the NASSP *Breaking Ranks* Framework. The three finalists were selected from the pool of state winners and were interviewed during Ignite ’14. Each finalist received \$1,500, and Voshell will be awarded an additional \$3,500. Those funds can be used for personal professional development or for a school improvement project.

All state winners will be honored during a three-day event in Washington, DC, in April, where they will network and meet with legislators on Capitol Hill. The event culminates with a black-tie gala to recognize the achievements of each of the state honorees, the national finalists, and the national winner. **NL**

For Your Information

Resources, contests, and opportunities for principals and their communities

Middle Level Education Month

The Association for Middle Level Education, along with partnering organizations including NASSP, has declared March Middle Level Education Month to celebrate students ages 10 to 15. The month serves as a reminder that skills, habits, and values established during this time in a student’s life will directly impact their chances to be lifelong learners ready for college, career, citizenship, and a bright future. For ideas on how to celebrate this month, visit www.amle.org.

School Health Profile Results Released

CDC’s Division of Adolescent and School Health (DASH)

has released the 2012 School Health Profiles results, which report on topics such as health education, family and community involvement, and school health coordination in middle and high schools in 45 states.

Education and health officials use the data to compare school health policies and practices across jurisdictions, identify professional development needs, plan and monitor programs, support health-related policies and legislation and seek funding. Learn more at www.cdc.gov/healthyyouth/profiles.

This listing of sites and resources is provided as a service and does not constitute any endorsement or approval by NASSP.

NASSP Would Like to Thank These Individuals for Responding to the PLAC Alert on Private School Voucher Bills

Tom Albers	Charlotte Boucher	Bernard Creedon	Amy Gabriel	Debbie Hensarling	Charles Lawson	J. Brian Norton	Josh Rombs	Gregory Taranto
Deena Albietz	Jamie Bowsher	Roberta Cumbee	Jon Gasbarrini	Aaron Hill	Soncyree Lee	Carrie Oboczky	Teresa Rotella	Anne Tenaglia
Brittany Alexander	Jennifer Braas	Jeri-lyn Cumiskey	Clyde Gaw	Michael Hirsh	Doug Leisenring	Edwin Oksanen	Jean Sanders	Debra Thomas
Linda Allen	Michael Brand	Eric Danforth	Martin Geoghegan	Nancy Hoelzen	Jacqueline Lousier	Julia Osborne	Luciana Sanson	Christopher Tobias
Eric Allgrim	Jason Breeding	Elizabeth Daugherty	Juliet Gettings	Kurt Hollstein	Kevin Maines	John Osgood	C. H. "Sonny" Savore	Jan Toolan
Michael Allison	Jamy Brice-Hyde	Kipp Dawson	Jennifer Gill	Sheila Huff	Michael Makhoul	Peter Osroff	Dorothea Say	Paul Townsend
Alyce Anderson	Natalie Brozy	Susan Demeuse	Roger Givens	P. Hughes	Stephen Marafino	Jose Pagan	Shane Schaffner	Steven Tripinfeldas
Daniel Anderson	Todd Bruggema	Shelley Dempsey	Susan Goncarovs	Jamie Hulzinga	JoEllen Marley	Shane Paschall	Laura Schomborg	Caroline Turman
Gayle Andrews	Wanda Bullock	Tracy de Ryk	Mark Goodman	Curtis Johnson	Harold Marok	Cynthia Pelosi	Kenneth Schrag	Jennifer Tutor
Anne Armstrong	Erik Burmeister	Dana Drew	Debbie Gordon	Glen Johnson	Betsy Marshall	Wayne Perry	Mark Schultz	Diane VanHootegem
Krista Argiopolis	Sharyle Burwell	Mike Duffy	Peter Grabowski	Paula Johnson	Jessica Matas	Holly Pollack	Kelly Scibilia	Candice Vasta
Anne Armstrong	Lorri Cahill	Steve Easterling	Elizabeth Graham	Bonnie Johnson-Aten	Kriston Matthews	Sharon Pope	Tony Scott	Alejandro Vergara
Rebecca Armstrong	David Carson	Jervey Edwards	Jim Green	Alan Jones	Elissa "Lisa" Mattson	Kathlyn Popko	Gene Sementi	Margaret Vollmer
Nicole Arrabito	Rick Carter	Jayne Ellspermann	Mark Greenberg	Bradley Jones	Jennifer McCormack	Joseph Porrazzo	Jeff Sherman	Samantha Vreeland
Chris Ashley	David Casper	James Ettari	James Griffin	Debra Kadon	Freddie McFarland	Douglas Povilaitis	Jacob Sholtis	Jule Walker
Jennifer Baker	Kevin Chase	Michael W. Evans	Jane Griffin	Terry Kalb	Jason McVoy	Dave Powers	Sharon Sielski	Jared Webster
Kim Baker	Steve Chizewick	Sharon Evans	Kristine Gritzmacher	LeAnne Kelley	Jeff Melvin	Anne Pritchett	Adam Silver	Robert Weinberg
Royce Balch	James Christenson	Ron Everett	Justin Gross	Bill Kendall	Melanie Meredith	Larry Proffitt	Tanya Simms	Randy Wharton
Brenda Ball	Ginger Church	Aaron Eyster	Alan Grove	Carolyn Kennedy	Paula Meyer	Tracy Pryor	Karen Sipe	Elysa White
Thomas Bauman	Mary Clark	Julieta Fajardo	Lorri Gumanow	Troy Kilzer	Sherri Mitchell	Vicki Puckett	Shelley Smith	Lesa Wilbert
Michelle Behnfeldt	Audrey Clough	Julie Fauchoux	Timothy Hall	Kenna Kirkland	Stephen Morford	Michael Rand	Mary Snider	Jessica Williams
Bradley Bellfuss	Carol Conklin-Spillane	Carl Febles	Christine Handy-Collins	Robert Kleinhaus	Chris Mosmeyer	David Redinger	Rhonda Stanford	Jeanie Wilson
Jim Bever	Donna Connell	Barbara Ferraro	Tim Haney	Julie Klund-Schubert	Cindy Nelson	Roberta Reid	Barry Stark	Andy Wiseman
Antonio Bias	Phillip Conrad	Irma Fiametta	Debbie Hanninen	Chris Kohan	Charles Nix	Ellen Reighley	Maja Stocking	James Woody
Derek Blackburn	Kimberly Coody	Bill Fitzgerald	Ursula Harrison	Francis Kowal	Cindy Nocero	Paige Reilly	Chris Stogdill	Colleen Works
Paul Bleuher	Aaron Cookson	Derek Forbes	Glenn Hartman	Gretchen Kubeny	Lee-Ann Nolan	Theresa Reynolds	Brad Strobel	Tara Zeller
Carrie Boden	Maureen Corwin	Leslie Frazier	Titania Hawkins	Scott Landry	Mary Noll	Dan Richards	Deborah Sullivan	John Zulick
Marilyn Boerke	Pamela Courneyea	Tiffany Frederes	Cathy Hemker	Daniel Larkin	Patricia Nolan	Susanne Riechmann	Denise Swanger	
Steven Bollar	Wendy Crane	Paul Freeman	Ashley Hendrix	Elizabeth Larmon	Meg Norris	Thomas Rivers	Jeffrey Swanson	

Great Leaders Summit

Looking Forward to What's Ahead

Interact with education's most respected and innovative leaders this summer in a vibrant, personalized setting.

JULY 20-24, 2014
Discovery Education
Headquarters
Silver Spring, MD
(Washington, DC, metro area)

Featured Presentations



Self-Control and Decision Making—Roy Baumeister

This interactive session will focus on the science of decision making and decision fatigue. Learn how to make decisions at 5 p.m. that are just as good as those you're making at 7 a.m. Baumeister is the author of the critically acclaimed book *Willpower: Rediscovering the Greatest Human Strength*. He is the Francis Eppes Professor of Psychology at Florida State University.



Leading, Learning, and Achieving: The Realities of the Digital Age—Hall Davidson

When school leaders work to move to digital, it helps to see what "digital" really means. Walk away with solutions for BYOD and a better sense of new assessment models. Davidson is an Emmy-winning education innovator and futurist for Discovery Education.



From Bach to Lady Gaga: Personalization and Making Educational Decisions—David Rose

This session offers a unique and provocative perspective of systematic learner variability for educators and school leaders. Rose is the pioneer of the Universal Design for Learning (UDL) framework and a faculty member at the Harvard Graduate School of Education.

For a complete list of presenters go to www.nassp.org/GreatLeaders.

Register today.

Sign up by **April 30, 2014**, and receive a **free** NASSP Comprehensive Assessment of School Environment **survey** with your registration.



www.nassp.org/GreatLeaders

Teacher Evaluations

continued from page 1

by decision makers at all levels—are the result of their thoughtful discussion and deliberation

- Require states and districts to spend at least 10% of Title II funds from the Elementary and Secondary Education Act (ESEA) on high-quality professional development tied to new federal reforms that have changed school leadership roles and responsibilities
- Provide high-quality training, credentialing, and ongoing professional development on teacher evaluation for principals
- Respect the professional judgment of principals in the teacher evaluation process, and ensure sufficient opportunities for principals to provide direct feedback on the teacher evaluation models to ensure that they are leading to improved teaching and learning in schools
- Reduce the number of observations required for teachers who

demonstrate effectiveness and focus their evaluations on professional growth plans to maximize the time principals have to engage in instructional coaching

- Provide consistent funding for schools to hire assistant principals and other school administrators who provide direct support for teachers in every elementary, middle, and high school
- Provide personalized professional development for all teachers to support collaboration and best practices within school districts and schools to improve instruction and learning
- Provide principals with effective technology and related tools that facilitate timely feedback to teachers as well as that personalize professional development and learning opportunities.

To see the full policy brief, visit www.nassp.org. **NL**

Special Thanks

NASSP extends thanks to our 2014 conference partners for their generous contributions to education through the Ignite conference



Equipment for Educators

NASSP's Advocate of the Month



NASSP President-Elect G.A. Buie recently welcomed Representative Lynn Jenkins (R-KS) to Eudora High School. Buie, who is principal of the school, said Jenkins spoke to students in government and US history classes and visited a culinary arts program. The meeting was beneficial because it gave Buie the chance to tell Jenkins about the school's career and technical education programs and the importance of federal dollars for them, he said.

Calendar of Events

Upcoming national and state association events

MARCH

2-4	NDASSP (ND)	NDASSP Midwinter Conference (Bismarck, ND)
3	GASSP (GA)	Georgia School Leadership Development Conference (Cumings, GA)
4	GASSP (GA)	Georgia School Leadership Development Conference (Barnsville, GA)
5	GASSP (GA)	Georgia School Leadership Development Conference (Valdosta, GA)
11	NASA (NV)	Annual Assistant Principal Conference (Las Vegas, NV)
18	NASA (NV)	Annual Assistant Principal Conference (Reno, NV)
20-22	MASSP (MD)	Annual Spring Conference (Ocean City, MD)
30-Apr 1	MASSP (MO)	MASSP Spring Conference (Lake Ozark, MO)
31-Apr 1	OASSA (OH)	Assistant Principals Conference (Columbus, OH)
31-Apr 4	NASSP	National Assistant Principals Week

APRIL

2-5	NASSP	National Assistant Principal of the Year Program 2014 State Assistant Principals Forum (Washington, DC)
2	MSSAA (MA)	Assistant Principals' Conference (Franklin, MA)
7-8	OASSA (OH)	School Secretary Conference (Columbus, OH)
9-11	MASSP (MT)	MASSP Spring Conference (Bozeman, MT)
27-28	IASP (IN)	Aspiring Principals' Conference (Greenwood, IL)

MAY

8	CAS (CT)	61st Annual Meeting (Cheshire, CT)
22	CAS (CT)	Governor's Scholars Luncheon (Plantsville, CT)

This is not a complete listing, and dates and locations are subject to change. For additional information about state conferences or for information about state workshops, contact your state association.

Wallace Foundation Announces Initiative to Support Principal Supervisors

■ The Wallace Foundation has announced a \$24 million initiative to help school districts set up support for principal supervisors.

The five-year project, announced in February, aims to answer the question, If principal supervisors in large, complex school districts shift from managing compliance to improving principals' instructional leadership capabilities and are provided with the right training and support, will they successfully improve the effectiveness of the principals they serve?

In September, Wallace will announce the six districts that will receive the grants averaging up to \$3 million per district. They will be chosen from 23 school districts that have already been selected by Wallace for having the willingness and potential to change their principal supervisor positions.

The funding will help the districts develop job descriptions, hiring criteria, training, and other support for principal supervisors.

The grants also will enable them to hire new supervisors or reassign staff members to reduce the number of principals each supervisor oversees.

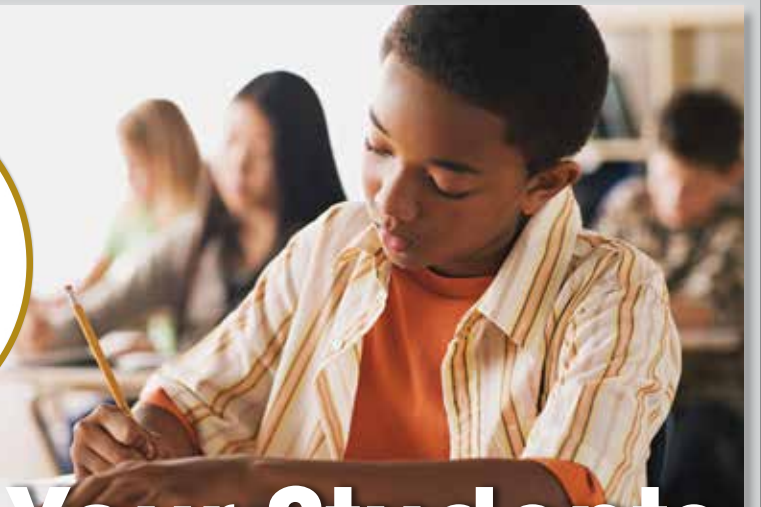
Wallace will subsidize the costs of the new supervisors when they are hired but gradually phase out support so that districts cover all costs by the grant's end. Districts also will contribute at least one-third of the expenses for the project.

"Strong schools need strong principals, and strong principals need strong support from the people they report to in the districts' central offices," said Will Miller, president of Wallace. "Principal supervisors can help principals create high-quality schools by providing them with the individualized support and personal development that makes them more effective leaders. Yet these supervisors often are unprepared for this work and oversee 24 principals on average, raising questions

about whether they have the time to focus on anything other than compliance."

One district that already has revamped its approach to the principal supervisor job is Denver Public Schools. For middle and high schools and the lowest-performing elementary schools, for example, Denver put in place eight instructional superintendents, each overseeing about seven to nine schools. Some 70% of their time is spent in those buildings. They visit classrooms, review student test score data, coach principals' through difficult decisions, and follow up to see how those decisions worked out. Denver used a federal grant to help begin overhauling its system.

In addition to the grants, Wallace will support an independent, \$2.5 million study to research the project and answer questions about it, including examining what impact boosting the supervisor post has on helping principals. **NL**



Honor Your Students

The President's Education Awards Program for Outstanding Academic Excellence and Achievement

Principals, teachers, and other school personnel can recognize and honor K-12 students who have achieved high academic goals through their hard work and dedication to learning.

Each award includes an embossed certificate signed by President Barack Obama and Secretary of Education Arne Duncan with space for the principal's signature, plus a congratulatory letter from President Obama.

There is no charge for these certificates, and there is no limit on how many you can give as long as students meet the established criteria.



ACADEMIC EXCELLENCE



ACADEMIC ACHIEVEMENT

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