maesp Maryland Association of Elementary School Principals

# The Executive Desk

The Newsletter of the Maryland Association of Elementary School Principals, Inc.

*Service, Support, and Advocacy for Maryland Principals*

Fall 2015

## From the Editor

### *Terry Ball*



Welcome to the November issue of the Maryland Association of Elementary School Principals' Executive Desk! This Fall issue will introduce you to our new Executive Director, Stephen Hagenbuch, to our newly elected officers including our President, Kimberlyn Pratesi and President-Elect Dana McCauley and to Sue Myers our newest Maryland State Representative for NAESP and, to your new editor – me, Terry Ball, proud principal of Friendship Valley Elementary in Carroll County.

In this issue you will read about Carol Hahn's incredible experience as she participated in the National Distinguished Principal Awards Ceremony in Washington, D.C. in October. Carol, Maryland's National Distinguished Principal, is from Howard County and serves us well as a dedicated and passionate instructional leader from Maryland.

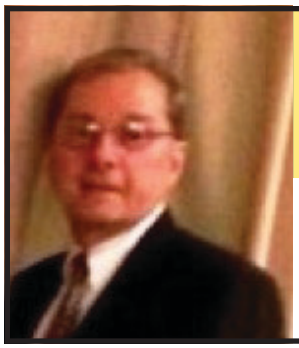
A year ago I had the opportunity to attend the NAESP Leadership Immersion Institute preceding the 2014 National Conference in Nashville. Following that institute I participated in the nine month Mentor-in-Training Internship. An article describing the program and the importance of principal mentors is included in this newsletter. Networking with others is critical in our roles as instructional leaders. Information from the national organization has been included to share how to be 'digitally connected' to your colleagues. Two opportunities are advertised this quarter with the MAESP Annual Conference, April 14th through 16th in Ocean City, Leading and Learning: Unmask the Hero in You along with NAESP's Best Practices for Better Schools Conference to be held July 6 to 8, 2016 at the National Harbor in Maryland.

This is the time of year when each of us finds the time to thank those who have shared a gift of themselves be it to give us opportunity, lend a helping hand, share a listening ear or offer some sage advice. I would like to thank each of you for what you do each day to provide opportunity to our teachers and students, parents and community members. Thank you to my mentors and MAESP for the opportunity to extend my learning and advocacy for others.

Enjoy my first issue as editor of the Executive Desk. I sincerely hope your upcoming holiday season is filled with hope, happiness, good health, and the love of family and friends.

Warmly,

***Terry Ball***
Principal, Friendship Valley Elementary
Carroll County, Maryland



# From the Executive Director

## Stephen L. Hagenbuch

Greetings to all members and colleagues. I hope everyone has had an energizing opening to your 2015-2016 school year and you're off to a great start.

My career in education in Maryland includes principalships in four schools and spans thirty years in Harford County and nearly two years in Montgomery County. Following my retirement from Maryland, I served just under eight years as Principal and Assistant-to-the-Superintendent in the South Eastern School District in Pennsylvania.

Active in MAESP for decades, among other roles, I served as Editor of the Executive Desk, Strategic Planning Chairperson, Membership Chairperson, National Representative, President, and Legislative Liaison. In addition, I served as President of CEASOM and was a member of several committees for NAESP.

My involvement in professional association work has been rewarding and challenging. To serve now as Executive Director almost seems like a natural next step. Throughout life we all strive to take those next steps. As it is with individuals, much can be similarly said of organizations since they are usually also looking for some natural next steps. And so it is with MAESP. Previous leaders have worked hard over the years to bring this organization to a point where we're respected state-wide and nationally. We are financially solvent and actively work to meet the needs and interests of members. However, MAESP must also look closely at taking those next steps.

We're embarking this year on our next iteration of long range or strategic planning. Your Steering Committee and Executive Board have already been involved in taking some of these natural steps as preliminary ideas have been shared. We'll continue this process in a variety of ways and will seek your input. When you receive a questionnaire, please respond! If you're invited to a meeting, please attend. If you're asked for input, please freely share what you're thinking. It is only through our collaboration that MAESP can remain a relevant, vibrant, active representative of Maryland elementary school leaders. Won't you join us in taking these steps?

***Editor's Note:*** *Steve invites members to contact him anytime he can be of assistance. MAESP is moving forward in providing a high level of service, support and advocacy for Maryland's education leaders. MAESP…get involved! Stay involved!*

***Stephen L. Hagenbuch***
Executive Director, MAESP
2108 Wentworth Dr.
Bel Air, MD 21015



# From the President's Desk

## Kimberlyn Pratesi

Dear Colleagues,

I am both humbled and honored to serve as this year's president of the Maryland Association of Elementary School Principals. My membership with MAESP began 18 years ago when I was promoted as an Assistant Principal within the Howard County Public School System. A respected colleague personally invited me to attend a general membership meeting, and it was there that I met one of the most creative, fun, and supportive groups of people!

During the years, I have learned innovative ideas and gathered varied perspectives from principals, assistant principals, and other school leaders who are part of MAESP. Because of MAESP's affiliation with the National Association of Elementary School Principals, my network of collegiality has extended to a national level as well.

The work of principals, assistant principals, and school leaders is rewarding, demanding, challenging, and continually changing. As our profession continues to support our students, staff, parents, and community with preparing students for college and careers, it is essential that MAESP continue to provide the tools and unique support needed for administrators at various levels of their careers.

During this upcoming year, I am excited to share that the Executive Board will be working with our general membership to develop a strategic plan that will focus on MAESP's future. Please carefully review your e-mails from MAESP and visit the web site for important updates so that your voice can be heard throughout the process.

Please also consider inviting a colleague or an aspiring leader to join MAESP or attend the annual conference, April 14-16 in Ocean City. The conference will be open to non-members so consider organizing a group – it will be great fun as our Howard County colleagues selected a superheroes theme, Leading and Learning: Unmask the Hero in You!

If there is anything that I can do to support you, please feel welcome to contact me at 443-864-6822 or kimberlyn_pratesi@hcpss.org. Have a wonderful 2015-2016 school year and strive to maintain balance between professional and personal life so that you can be your best for family, friends, and the communities you serve!

All the best,

***Kimberlyn Pratesi***

# Newly Elected Officers: President-Elect and State Representative to NAESP



My name is Dana McCauley and it is an honor to be the President-Elect for the Maryland Association of Elementary School Principals. My membership with MAESP began after a colleague invited me to an Executive Board Meeting in 2007. I was inspired as I met principals from across the state who shared my passion and dedication to the children and communities we serve. I instantly knew MAESP was an organization that I wanted to be involved with. Since that time, I have served as a county representative, on the nominating committee for both the MAESP and NAESP, on the Steering Committee, as one of Maryland's National Distinguished Principals, and as Maryland's National Representative for the past three years. As members of MAESP, we are provided relevant professional development, advocacy, support, and a voice at both the state and national level. As President-Elect, I will represent and serve Maryland principals in each of these activities with the same dedication that has been afforded to me.



My name is Sue Myers and I am excited to serve as your Maryland State Representative for NAESP. Currently, I am in my tenth year of my principalship, twentieth year in education, and proud to serve the children, teachers, and community of Walter S. Mills Parole in Annapolis, Maryland. It is an honor for me to represent the Maryland principals. As the liaison to NAESP, I will communicate vital information to our executive board and members. Please feel free to contact me (smmyers@aacps.org) at any time if you have questions or want to give input.



*Sue Myers, Dana McCauley, Blaine Hawley with others ready to work at the Community Service Day in Long Beach CA, July 2015*

# NAESP Honors Distinguished Principals With a Two-Day Celebration

*Dateline NAESP*

Between assisting their teachers, managing bus schedules, and meeting with parents, it's not often that principals are able to stop and be recognized for all that they do. That's why it was a privilege for NAESP to host the 2015 National Distinguished Principals (NDP) Awards program, which was held October 15-16 in Washington, D.C. The awards program provided an opportunity for the best and brightest principals from across the country to share their wisdom and celebrate each other's successes.

The two-day event began in downtown Washington at the Capitol Hilton Hotel with introductions from each distinguished principal. Many expressed how grateful they were to learn that they had been recognized for their achievements, and shared insights on how they made a difference at their schools. Though the principals had a diverse range of experiences and distinct paths to success, their focus always remained on serving their students. Wyoming NDP Brenda Creel said it perfectly: "It's all about the relationships with the children."

After the introductions, NDPs were treated to a reception at the U.S. Department of State, where they were welcomed with remarks from Undersecretary of Administration Patrick Kennedy, and Director of the Office of Overseas Schools, Keith Miller.



*NDPs visiting the State Department*

Always ready to learn, the next day saw NDPs gathering back at the Capital Hilton to hear from top education leaders from across the country. Russel Quaglia of the Quaglia Institute for Student Aspirations gave a thoughtful presentation on the importance of student voice in principal leadership. NDPs later listened to principals in the Department of Education's Principal Ambassador Fellowship program, and how their experiences influenced not only how they lead, but how policymakers make their decisions.

The day was capped with an awards banquet, where the NDPs were officially recognized. Secretary of Education Arne Duncan provided a video offering his sincere congratulations to the principals for their passion and dedication: "I've learned that principals bring a unique and powerful voice to the table, and one that must be heard and listened to carefully," said Duncan. "The positive impact that you have had in shaping the lives of your students deserves to be celebrated not just this evening, but every single day."



*Russel Quaglia speaking to NDPs*

With the ceremonies drawing to a close, each principal was awarded a bell engraved with their name to commemorate their achievement. As is tradition, NAESP President Robyn Conrad Hansen asked the NDPs to ring them in unison "on behalf of all the children we serve." Needless to say, these servants of students were more than happy to oblige:

Established in 1984 and sponsored by VALIC for over 25 years, the NDP program honors outstanding elementary and middle-level administrators who ensure that America's children acquire a sound foundation for lifelong learning and achievement. Read about each state's honorees here.

# Maryland's National Distinguished Principal: Carol Hahn

*Carol Hahn, Maryland's National Distinguished Principal accepts her certificate from Robyn Conrad Hansen, NAESP President Executive Board*




It is quite humbling to be honored as the National Distinguished Principal from Maryland. I learned of this special recognition at a school-wide assembly in March of 2015. It was a surprise because I was new to Bellows Spring Elementary and just beginning my work there. As the stage curtains were pulled back, sitting on the stage were fellow principals, parents, and the deputy superintendent. The staff and students were definitely in a celebratory mood and loved the surprise almost as much as I did. Mentoring Minds was there and presented a monetary award as part of the recognition. My husband and assistant principal worked tirelessly to ensure it was a moment that revealed I was making an impact in my career. Recognizing the importance of the event, one of the students also included my AP as an "extinguished principal."

The flood of congratulations and attention was wonderful, but the gathering of the NDP's in Washington in October, was very inspiring. We meet at the Capitol Hilton, 2 blocks from the White House on a Thursday. As principals gathered from all over our nation and Brazil and Ethiopia to share a quick 2-minute introduction, new friendships were forming. What we noticed was that many of us were new to our schools or had recently been transferred. We also all felt very honored and that we hadn't done anything one thing that was that special. The guest speaker on Friday did reassure us that what made us special was the we "just did the normal things well." Hearing about the schools and programs from across America had us scribbling down ideas and capturing tips for use in our own schools. The social time at the reception at the State Department was wonderful and we had time with the Zone 3 group afterward. Our Zone 3 hostess, Blaine Hawley, was a wonderful guide throughout the event and often filled the role of photographer. After the workshops on Friday, there was the awards gala in the ballroom that evening.

NAESP definitely knows how to make an evening memorable! The room was filled with principals and guests in formal wear. The setting was beautiful and all the NDP's were made to feel very special. We received our certificates and bell when we walked across the stage. After the final toast, we stood to ring our bells and I was overcome with the moment and tears welled up in my eyes. The sound of the bells and the joy on so many faces was a memory maker. I will remember it for a lifetime!



Being the NDP from Maryland is a meaningful honor for me because it reaffirms the work I do at school. Building a school community where children feel safe to take risks as they tackle the College and Career Ready Standards, engaging the staff in new methodology, and establishing trust with parents is the focus each day. Being the NDP provides opportunity for a wide interaction with my peers for sharing of best practices. I know there are other principals I can call on for assistance.

The brass bell sits on my desk right now. When the school day gets long and the problems pile up, I look at it and smile. It takes me back to such wonderful memories. Thank you MAESP for such a fantastic experience.

# Principal Mentoring: Building the Foundation

*Terry Ball*

New principals barely have time to unpack their boxes before they experience fast paced days filled with fragmented tasks and a myriad of problems to solve. How do new principals avoid the newbie mistakes and have time for critical reflective practice? How do new principals create networks with colleagues? How do new principals survive the daily fast paced decision making? Or have the courage to confront the instructional dilemmas that may force change within a school they barely know? How do new principals courageously facilitate the conversations and manage the conflict that change may bring?

Assigning a mentor to a new principal can increase a new principal's success and achievement as a school leader. The mentor acts as a guide assisting the new principal in reflective practice. Mentors practice effective listening and questioning skills to facilitate problem solving and decision making. Qualified mentors are able to assist the new principal in identifying personal as well as leadership strengths. Studies show that "people who focus on their strengths every day are six times as likely to be engaged in their jobs ..." (Strengths Finder 2.0, p.. iii).

Research conducted by The National Association of Elementary School Principals (NAESP) has identified new principals, those in the first three years of a principalship, as needing more preparation in managing time, creating a vision with clarity, managing professional interactions (especially those between and among adults) and, combating isolation and insecurity. Assigning a competent and qualified mentor to a new principal will provide opportunity to build a foundation of trust that will lead to support and guidance in these areas of need. Assigning a qualified mentor will assist a new principal in applying 'learned theory' to real-life school experiences and facilitate job-embedded professional development opportunity.

Integral to the success of the new principal are the qualifications of the mentor assigned and the trust relationship built between mentor and protégé (mentee). The National Association of Elementary School Principals (NAESP) has designed a high quality mentorship certification program. The mentorship program as designed by NAESP has two components, the first of which is the Leadership Immersion Institute , a two and a half day event that teaches principals and other school and community leaders how to integrate best practices in mentoring with adult learning. Information sharing, discussion of professional articles and vignettes as well as role-playing and practical application of knowledge are critical elements of the institute. The second component of the mentorship program, a Mentor-in-Training Internship, leads to certification as a mentor. Interns choose a protégé (mentee), engage in effective listening and questioning strategies and provide guidance and support to new principals during a nine month internship. Interns create the conditions needed to facilitate trust with each contact made with their protégé.

Specifically, mentors engage in a minimum of seventy-two hours of contact with their protégé through face-to-face conversations, discussions and/or school visits, emails, phone conversations or joint attendance at professional conferences or district administrative meetings. Additionally, mentors submit an electronic portfolio that includes nine monthly reflections, action plans (Mentor and Protégé), a contact log and a culminating final project. Interns are guided through the nine months with an assigned coach and engage in monthly on-line chats and threaded discussions. Each mentor cohort includes members from across the nation that bring a set of skills and knowledge not only unique to their roles but unique to their state and local districts. Principals and school leaders who complete both the institute and the internship are awarded National Certification as a mentor.

Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do, Second Edition (NAESP) provides the core of the standards guiding both mentor and protégé. Grounded in research on the knowledge and trends affecting education, these standards were constructed with the assistance of principals and other education leaders. The six standards that describe effective leaders of learning communities include:

- Lead schools in a way that places student and adult learning at the center
- Set high expectations for the academic, social, emotional and physical development of all students.
- Demand content and instruction that ensure student achievement of agreed upon standards.
- Create a culture of continuous learning for adults tied to student learning and other school goals.

## MARYLAND – MENTORS AND NATIONAL CERTIFICATION

Of the 314 principals and aspiring leaders trained across the state of Maryland through the NAESP Mentor Certification Program, 242 have achieved National Certification.

Prince George's County Public Schools has been partnered with NAESP since 2005 as a result of their engagement with the Wallace Foundation's Principal Pipeline Initiative. One hundred fifty-one administrators have been trained as highly qualified mentors since 2005 and 104 of the trained mentors achieved National Certification.

Reference:
*Riley, C. (2014). Creating a Culture of School Leadership through Effective Partnerships-Four Lessons Learned through the Wallace Foundation Principal Pipeline Initiative*

- Manage data and knowledge to inform decisions and measure progress of student, adult and school performance.
- Actively engage the community to create shared responsibility for student performance and development.

The NAESP Mentor Competencies provides the additional framework for the qualified mentor. That is, the mentor is expected to:

- Set high expectations for self-development in high quality professional growth opportunities;
- Understand and apply mentoring and coaching best practices including oral and written communication skills, effective listening and feedback skills, and understanding and practicing adult learning theory;
- Act as an instructional leader and keep current on educational and leadership issues as well as understanding national, state and local standards and curriculum;
- Respect confidentiality and a code of ethics in the mentor protégé relationship which includes encouraging open, collaborative and reflective conversations with the protégé
- Reflect and be able to conduct action research with the protégé as well utilize assessment information to adjust the mentoring process as needed; and,
- Foster a culture that promotes both formal and informal mentoring relationships supporting the need for mentoring and coaching throughout the career continuum.

In The 21 Irrefutable Laws of Leadership, John C. Maxwell states, "Young, inexperienced leaders often walk confidently into a room full of people only to discover that they have totally misjudged the leadership dynamics of the situation". He goes on to write "The real test of leadership isn't where you start out. It's where you end up". Mentors complete a baseline survey with their protégé to establish their understanding of the standards for principal leadership and to initiate the conversation that will lead to goal setting and action planning. The protégé in this process commits to learning with the mentor and commits to sharing in the responsibility of a trust relationship. This relationship relies on open communication, collaboration and reflection. Building on the foundation of trust and mutual respect, mentor and protégé communicate and plan together to build strengths, skills and focused influence.

The roles and responsibilities of principals continue to expand and grow. As a new principal, facing those responsibilities alone without support and guidance negatively impacts both the physical and emotional health of the new school leader. This in turn negatively impacts school climate and culture. Embracing challenges together with a mentor reduces the isolation of the new administrator as well as increases the professional capacity of both protégé and mentor. Michael Fullan in his Leadership and Sustainability summarizes the characteristics of energy creators:

Energy creators are enthusiastic and always positive; use critical thinking, creativity and imagination, stimulate and spark others, practice leadership at all levels; are able and willing to scrutinize their practice and willing to make their practice accessible to others; and, wish to improve on their previous best. (p. 37)

Principals as mentors are energy creators cultivating the spirit, the knowledge, and the practice of those mentored. Through a purposeful, organized and systematic

approach to principal mentoring, a sustainable leadership will evolve for both veteran and novice principals. Research suggests that new principals skilled in clarity of vision, communication skills, and confidence in problem-solving and strategic planning will more likely succeed in moving students and staff to higher levels of achievement. Principals mentoring principals allows for reflective practice and growth as learning leaders. A principal mentoring a new principal builds a first year foundation that facilitates a rookie's growth, confidence, and connections for ongoing success.

References:

Fullan, M. (2005). Leadership & Sustainability: Systems Thinkers in Action. CA: Corwin Press.

Maxwell, J. (2007). The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You. TN: Thomas Nelson.

NAESP: Mentoring Modules, Learning Resources -Leadership Immersion Institute. July 2014.

NAESP (2008): Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do, 2nd Ed. Alexandria, VA: NAESP

Rath, T. (2007). Strengths Finder 2.0. NY: Gallup Press.

Riley, C. (2014). A Collaborative Approach to School Leadership: Teaming the NAESP Theory of Mentoring with a School District's Theory of Leadership Action. VA: NAESP

## 2015 - 2016 Training Schedule

*Mentor Training*
Phoenix Area, AZ
January 28-30, 2016

*Mentor Program Advanced-Renewal Training*
Phoenix Area, AZ
January 29-30, 2016

*Mentor Training*
Denver, CO
May 5-7, 2016

*Mentor Program Advanced-Renewal Training*
Denver, CO
May 5-6, 2016

**Register at NAESP.org**

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# Family Grants: Spring Wrap-Ups 2015

**EMMORTON ELEMENTARY: MATH & MOVEMENT NIGHT**

Emmorton Elementary School and Towson University have collaborated to give Early Childhood and Special Education majors a place to learn and grow with the help of a mentor teacher. These Towson University students developed and hosted a school-wide community event known as "Math & Movement Night." This night was prefaced on the idea that students and their families would spend the evening playing math games and learning inventive ways to keep a healthy and active lifestyle. A grant from MAESP helped turn the idea of this event into a reality.

Students and their families were invited to attend Math & Movement Night on February 12, 2015 from 5:00 – 8:00 p.m. Math stations were set up around the school and hosted by Towson University interns and Emmorton staff members. Each station supported automaticity of identifying everyday numbers and basic math facts. Families could easily find a game just right for their child. Families with younger students enjoyed playing "Hop to It" and "Math Travel" to identify numbers, while families with older students practiced math facts in a game of "Salute" or "Zero In." These activities kept students engaged, learning, and having fun. Parents and family members were encouraged to participate in every activity. Activity cards were available at each station to provide game directions and modifications to be able to play the game at home.

Each station also included an aspect of movement to encourage healthy and active lifestyles. Students and families alike enjoyed dancing to the music while playing "Number Freeze." The school community was challenged to do as many push-ups as they could to make a life-sized graph. Students and their families were faced with multiple aerobic tasks in the "Workout Center." Following these stimulating activities for both the mind and the body, families were invited to stop by the healthy snack table to re-energize as they traveled to the next station.

Building maps were hung throughout the school to indicate the locations for the stations and help families navigate between primary and intermediate games. In order to evaluate the success of the event, QR codes were also posted around the school that linked families to an event survey. This allowed us to collect important data, including which activities were well-liked, which activities families would do at home, and comments or suggestions for the future. Overall, Emmorton Elementary's first Math & Movement Night was a huge success!

**HAMMOND ELEMENTARY SCHOOL: FAMILY MATH NIGHT**

In October, Hammond Elementary staff members hosted a Common Core Math informational night for parents. At this meeting, parents were given information about what their child would be learning depending on his or her grade level. Based on the feedback of the attendees, the session was given an overall rating of being highly effective. Although participants found the session to be helpful, many parents wanted more grade level specific examples as well as ways to support and accelerate learning at home.

Staff at Hammond Elementary School developed an idea to educate students and parents by providing two evenings of common core mathematics learning and exploration in the month of February. Students and their families at grade levels K-5 were invited to work together to solve problems, use manipulatives, and discuss mathematical thinking and concepts.

Teachers facilitated activities designed to educate and engage parents and students with grade level standards. The activities incorporated hands-on activities and higher-level thinking skills. In addition, the evening provided parents with an opportunity to see math in action and spend time learning with their child in a fun environment that encouraged risk-taking. Some of the activities included playing games with decks of cards to increase number sense and knowledge of basic facts in addition, subtraction and multiplication. In 4th grade the parents and students participated in number talks and took part in math fluency games. Fraction towers were also used in fifth grade to help students and parents develop an understanding of fractions and the strategies used to teach the concepts.

## 2016 FAMILY GRANT GUIDELINES:

MAESP will be awarding six $500.00 grants. Please contact Nick Shockney, Grant Chairperson, at 410-751-3242 or nrshock@carrollk12.org for an application.

***All applications must come from schools in which the principal, assistant principal or teacher are active or aspiring MAESP members. Applications must be e-mailed or postmarked by December 20, 2015.***

1.) The money must be used for a project(s) that will involve as many families from the school community as possible.

2.) The project should have a direct impact on students.

3.) The project must be substantially completed by end of March 2016.

4.) The application must include a budget page outlining how the money will be utilized.

5.) The recipients are expected to share the results of their project in a poster display with the MAESP membership at the Annual Conference in Ocean City, MD, April 14 - 16, 2016.

6.) Applications are due by December 20, 2015. Awards will be made by January 9, 2016.

At the conclusion of each evening, there was a raffle drawing that awarded students with games to reinforce math concepts at home. The overall response from both evenings was very positive and well attended. Feedback from the parents included that there was a high level of engagement and the instruction and activities kept everyone involved. They also liked the fact that they were able to see some of the strategies being taught to their children and ways they could reinforce them at home. One overall suggestion was that they would like these evenings to be held throughout the year so that they can have more strategies to encourage learning at home.

*Kristian Rutledge, 2nd Grade Instructional Team Leader*

**CONOCOCHEAGUE ELEMENTARY: 3D PRINTING**

Conococheague Elementary School in Washington County, Maryland used the MAESP Family Involvement Grant to purchase a MakerBot Replicator Mini 3D printer to give students and parents opportunities to engage in the world of 3D printing. A 3D printer club was formed and students were challenged with familiarizing themselves with 3D printing, researching how 3D printers are changing the face of medicine and other professions, and being ready to present to parents at Conococheague's Science and Technology Night on April 28, 2015. Conococheague Elementary is very honored and thankful for the grant sponsored by MAESP. This grant has given students the opportunity to dive even further into the world of STEM and has challenged their perseverance and problem solving skills.

*Nicole Paylor, Principal, Washington County Public Schools*

# MAESP: Planning for the Future



The 2016 MAESP Annual Conference Planning Committee met in July to begin planning for next year's Conference. Set again for Ocean City at the Clarion, the committee has established a theme and is contacting speakers, sponsors, and is hearing from exhibitors! Set for April 14th, 15th, and 16th of 2016, the Conference promises to be one of MAESP's best! Mark your calendars now!

President Kimberlyn Pratesi has tasked the MAESP Steering Committee with a new responsibility. President Pratesi has asked members to gather to begin the planning process for a new Long Range Plan for MAESP. Meeting in early August, members began charting the course for the new vision for MAESP and to take a close look at ways to involve a larger number of members in a variety of settings to gain input for the plan. Look for more information soon!

MAESP and MASSP have made a commitment to increase collaboration in a variety of ways. On July 30th, following a plan created by MASSP Executive Director, Scott Pfeifer, members of both organizations were invited to register for a workshop conducted by MSDE. As part of the State Department of Education's Promising Principal's Academy, MAESP and MASSP members had opportunity to attend our joint Leadership Development Program. Those attending both programs will be invited, during this next school year, to one of his/her respective organization's Executive Board meetings! More information later on our continued collaboration.

# Share a Thought, a Celebration, a Favorite Read, a Note About You...

The membership is broad with experiences, thinking, favorite readings (professional or for pleasure) and/or celebrations. Please share those with your colleagues in the next issue of the Executive Desk. Send your information and pictures to Terry Ball at tlball@carrollk12.org Thank you!




*To our principals, assistant principals, aspiring leaders and retirees of MAESP!*



***What would you like to read about in the EXECUTIVE DESK?***
***Let me know at tlball@carrollk12.org***

# MAESP - Maryland Association of Elementary School Principals

## MAESP Membership Enrollment Form

Join or renew by completing and returning this form to Stephen Hagenbuch

Mailto: MAESP 2108 Wentworth Drive, Bel Air, MD 21015 Fax to: MAESP - 443-327-4783

Name _____

Email Address _____

School _____

Position Title _____

First calendar year in your current responsibility, not necessarily at your current school _____

EXAMPLE: 2001

School Address _____

City _____ State_____ Zip/Postal Code_____

Country _____

School Phone_____School Fax _____

School Information (check all that apply):

o Pre-K o Elementary o Middle | o Public o Private o Parochial o Charter o Title I | o Urban o Suburban o Rural

Home Address _____

City _____ State_____ Zip/Postal Code_____

Country _____

Home/Cell Phone _____

Preferred Address: o Home o School

Referred by:_____

Questions? Call 443-243-2997or email steve.hagenbuch@maesp.org

Please indicate membership type and payment method

- o Active ($395)
- o Institutional Active ($445)
- o Emeritus ($185)
- o Retired ($115)
- o Aspiring Principal ($135)
- o Associate ($200)

o Check enclosed. Make checks payable to MAESP in US. dollars drawn on a U.S bank.

o MasterCard o *Visa* o Purchase Order

Name on card:_____

Card # _____Exp. Date (month/year):_____CVC_____

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City_____ State _____ Zip Code _____

Country _____

Amount _____Purchase Order # _____

Signature _____Date_____



# Lead. Learn. Light the Way.

NAESP's Best Practices for Better Schools Conference™ is the only event where you will find the most thought-provoking leaders in Pre-K-8 education.

Principals, Assistant Principals, Aspiring Principals, Superintendents, Teacher Leaders, and other key decision makers will benefit from making valuable connections, learning about current trends in the education field, and sharing ideas with colleagues from across the country.

**The Best Practices for Better Schools Conference™ will be the best three days you'll spend in 2016.**



**DR. RUSS QUAGLIA**: Be inspired as Dr. Quaglia presents his groundbreaking work regarding School Voice and the importance and power of the principal voice. He will discuss his latest data collected from students, teachers, and principals and the impact that data has for each and every one of us.



**DR. PEDRO NOGUERA**: Don't miss inspirational speaker, Dr. Pedro Noguera, who will examine how schools are influenced by social and economic conditions in the urban environment. Get the answers you need to help less advantaged students succeed.




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**A SPECIAL INVITATION FOR PRINCIPALS NATIONWIDE...**

> "I loved seeing what others are working on or experiencing across the nation."
>
> KECIA KELLER, PRINCIPAL
> FRANKLIN ELEMENTARY, TACOMA, WA

# Join NAESP's National Panel of New Principals

## IF YOU'RE A NEW PRINCIPAL, IT'S THE PLACE TO BE!

> "Good content – and helped me feel as if I'm not alone with the challenges that face this profession."
>
> KARA LARGENT, PRINCIPAL,
> DESERT STAR SCHOOL, GOODYEAR, AZ

**The National Panel of New Principals is growing in size and influence.** It's a signature initiative of NAESP that currently taps the experiences of more than 1,100 early career principals across the nation, who share their feedback and learn from their peers by taking part in four to six brief online surveys during the school year. Topics are highly relevant to those new to the profession – from instructional leadership to technology, parent engagement and more.

**Spend a few minutes and get big rewards.** As a panelist, you'll receive the survey results, including best strategies, ideas and resources from your colleagues, in a colorful and informative *Rise & Shine* brief. At the same time you'll impact the big picture by providing a "real-time pulse" that is used to inform education leaders and policy makers, and develop programs and resources for early career principals.

### Panelist Qualifications

- Participants must be first- or second-year elementary or middle-level principals.
- NAESP members and non-members are welcome.


naesp NATIONAL PANEL OF NEW PRINCIPALS JANUARY 2015 SURVEY HIGHLIGHT
PAGE 1

Rise & Shine
Insights from new principals

These survey results reflect responses from nearly 600 new principals, from all 50 states.

TOPIC OF THE MONTH

Using technology in your schools

Title I funding: Who gets it?
Overall, 74% of your schools receive federal funds from Title I, which can be used for tech purposes.
Note: The percent is higher for rural schools, at 87%, versus 65% for urban or suburban schools.

What technology standards are in place?
Virtually all of you (96%) report that specific written technology standards have been set for your students.
About two-thirds have tech standards for teachers, but only 38% have established tech standards that apply to administrators.

When it comes to the Internet, you report that your schools are well connected!
94% report that your school has a high-speed broadband connection.

How equipped are your classrooms?
Virtually all of your classrooms are connected to the Internet and:
- 77% have a desktop computer
- 44% have one or more laptop computers
- 32% have tablets such as iPads or Chromebooks
- 20% have digital media players such as Apple TV

Here come the smartphones!
BYOD is on the rise!

Achieving a 1:1 ratio – where every student has their own device – is seen as "essential" or "very important" to 66% of you.

Today only 14% of your schools have a 1:1 ratio.
Two-thirds of you report that classroom devices are shared by up to 10 students. Only 1% report that no electronic devices are used in your classrooms.

Computer labs are the norm.
86% of your schools have dedicated facilities where students regularly access computers and the Internet.

20% of panelists report that at least half their elementary students now own their own smartphone. The Percentage is slightly higher for students in suburban/urban schools.
"Bring Your Own Device" is also on the rise. 15% of schools actively encourage students to bring their own laptops, tablets, and smartphones for classroom use, and another 23% allow them in special situations.


National Panelist
NAESP NATIONAL PANEL OF NEW PRINCIPALS
2015-2016

In recognition of your contributions to the body of knowledge that enhances the work of your colleagues, informs educational leaders and advances the profession of the principalship.

Signed _____ Date _____
Gail Connelly, Executive Director

National Panel of NEW PRINCIPALS
naesp National Association of Elementary School Principals
Serving all elementary and middle-level principals

## LEARN MORE AND ENROLL TODAY FOR THE 2015-16 SCHOOL YEAR!

Go to **newprincipal.org** and fill out the brief enrollment form. It's that easy!

National Panel of NEW PRINCIPALS

naesp™ National Association of Elementary School Principals
*Serving all elementary and middle-level principals*



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* Source: LIMRA, Not-For-Profit Survey, Participants as of 12/31/2013 and contributions for full year 2013.

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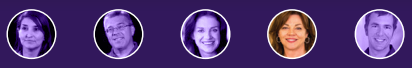
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## Success Stories

**SHERRY ROBINSON, PRINCIPAL**



*"As a principal, I'm always looking at the data and letting that drive our decisions. The first year of implementation, our overall math scores went up from 60% to 87%. Total Motivation Math is really proving out for us."*

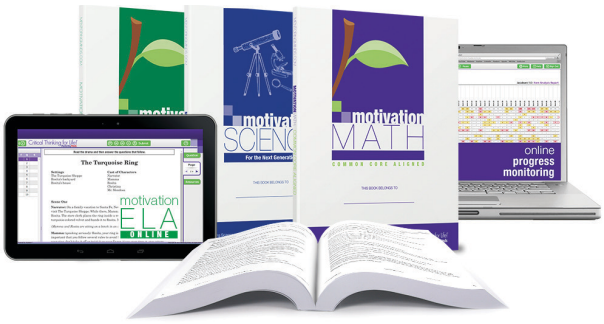
*Sherry Robinson*

Principal, Bald Creek Elementary



**BALD CREEK ELEMENTARY SCHOOL, BURNSVILLE, NC**

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**Technology** » One-to-One initative
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