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WHAT YOU NEED TO KNOW ABOUT ESSA

By James R. Rickabaugh, Ph.D.

The new Every Student Succeeds Act (ESSA) appears to be positioned for some major shifts in federal education policy and influences on state policies and requirements. There's broad consensus that this new law will strengthen the role of states in areas such as assessment, accountability, teacher evaluation, and use of federal funds.

Much of the details and specific implications have yet to be clarified, but the shift is apparent in a number of areas. The question is: What exactly will these changes mean for local school districts and educators when the dust settles?

While No Child Left Behind (NCLB) was very prescriptive about testing and assessment, the new act supports a more holistic approach to student learning. For example, a stated goal is that "all children receive a well-rounded education" that closes achievement gaps. This new focus represents a drastic departure from success defined by performance on single administration, standardized, approved tests, disaggregated by subgroups.

The new law doesn't eliminate the role of assessments in accountability, but it does enable the use of multiple, statewide,

interim assessments during the academic year. This shift may lead to a greater focus on growth and learning and less on the single sitting, accountability events that were characteristic of the previous law.

Another change worthy of note has to do with school performance improvement. The law leaves considerable room for states to determine accountability systems and processes for all schools, but it does still require states to focus on schools whose performance is the poorest and Title I schools with consistently underperforming subgroups.

Interestingly, while NCLB seemed to be consumed with compliance, the new ESSA encourages creativity and innovation by states to improve schools and education opportunities. Key here will be the extent to which states and local school districts take advantage of the opportunities to make real change and significant improvement versus incremental change and system tweaks.

Notably, teacher evaluation, quality, and effectiveness were a major focus of NCLB, but ESSA leaves teacher evaluation to the states to work out. It will be interesting to see if states that tied teacher evaluation to student test performance will continue the practice or retreat to a position better supported by and consistent with current research in this area.

Beyond learning and accountability changes, ESSA offers more flexibility in the use of federal funds. For example, it appears that some funds can be used for innovation that benefits all students as long as students at risk also benefit. Still, exactly how this flexibility is interpreted and framed as the law takes effect has yet to be determined.

The bottom line is there's much to be optimistic about in the new ESSA. However, its impact will be heavily dependent on how it's interpreted, how it's implemented, and the creativity and willingness of states and local school districts to initiate the changes allowed.

Monthly Theme Overview:

From No Child Left Behind to Every Student Succeeds

In December 2015 Congress passed the Every Student Succeeds Act (ESSA) to replace No Child Left Behind (NCLB). Many wonder how this new act will forge a better path on testing and opportunity. This issue will discuss the implications of the federal reauthorization. Articles will focus on key tenets of the new act.

Reinforce New Learning and Training Activities

By James R. Rickabaugh, Ph.D.

We know that the transfer of learning from professional development sessions to the classroom or other work context can be a challenge. We can reinforce and make transfer more likely by following up with employees a week or so after the training is complete. Here are some questions you can use:

- Now that you've had some time, what from the session did you find most helpful?
- What from the training have you been able to apply? How has it gone?
- What are you still working to implement? What assistance will you need?

- As you reflect on the session, what did you not find helpful or useful? Why do you think this is the case?
- What can I do to support your application of any new skills, processes, or approaches?
- Would you recommend the training to someone else? Why or why not?

You likely will gain valuable information about the value of the professional development activity. You also will reinforce the importance of the activity and your expectation that the new learning will lead to new behaviors.

At northstarforprincipals.com

"Changing Student Attitudes"

HERE WE GO AGAIN

By Tweed W. Ross, Ed.D.

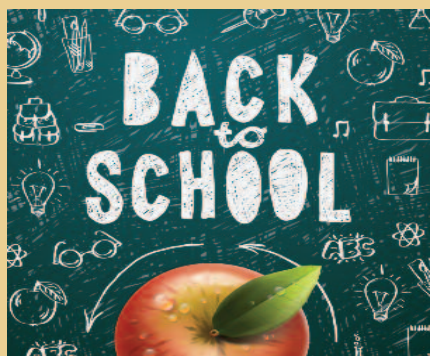
As you start the new school year, you'll be confronted with the Every Student Succeeds Act (ESSA). As educational support and improvement moves from prescriptive U.S. Department of Education rules to local education agencies (LEAs), many faculty are going to approach this new legislation with an "Oh no! Here we go again" attitude. They may see ESSA as another in a long line of educational reform efforts from A Nation at Risk to NCLB to the Common Core.

Autonomy is often a scary prospect. Federal guidelines—while often criticized—provided political cover. Your job as educational leader is to help your faculty integrate terminology, activities, processes, strategies, assessments, and accountability into their everyday activities. How to do this in the face of skepticism that may range from outright opposition to apathy is the purpose of this building walk. Four phases are suggested:

- 1. Personal Phase:** Your first step starts with you. Check your attitude and knowledge about ESSA. This requires:
 - a. A concerted effort to thoroughly learn every aspect of ESSA. Workshops—multiple workshops—and intense study are key here. A Gates Foundation report noted that teacher learning is depressed by evaluators who've never taught under new standards.
 - b. Address and answer every

question you personally have about ESSA and its impact in your school.

- c. Check your attitude and how you will express your leadership. This can range from gung ho enthusiasm to resigned acceptance.
- d. Have thorough discussions with your fellow building principals and the district leadership to develop a comprehensive plan. Don't be an island.



- 2. Key Staff Phase:** In every building, there are key players whose support or opposition make all the difference. Identify and work with these players in small sessions ASAP—before the school year begins.

- a. Engage in a crash learning program. Make sure all use the same terminology, have the same understanding of what changes will be required, and develop real competencies to explain ESSA.
- b. Openly encourage "stress reactions." Small sessions are the place to get anticipated opposition and frustration out in the open. This process can be frustrating, but by keeping your eye on the prize, you can address issues privately before they become public explosions.
- c. Check for emotions throughout these small sessions. If you plan to develop consensus, you'll need to address these emotions and they can only be addressed when they're out in the open.

- 3. Public Phase:** Once you've got yourself and your key staff acclimated to ESSA, it's time to go public.

- a. Start with your teaching staff. The place to begin is with the front line: teachers. This act has specific parts for each group. While you'll want to be the overall leader in this effort, you'll need to delegate this work to the key players you worked with in phase two.
- b. Be the public champion. As building leader, you're the public image for parents. In this role, clearly articulate principles to build solidarity and coalitions. Then rely on your teaching staff and key players to fill in the details as they work individually with students and parents. You start here with newsletters, publicity announcements, and all school gatherings.
- c. Put forward solutions that relate to individual student and parent expectations.

- 4. Implementation Phase:** In traditional activities, this is the "action phase."

- a. Ensure teachers develop activities to help them implement ESSA and that these activities are truly effective (i.e., no fluff—you need real data).
- b. Develop peer-to-peer relationships so all can benefit from positive experiences using the new ESSA guidelines.
- c. Collaboratively work together to create evaluation tools that boost ESSA-developed teaching strategies while providing for remediation actions and recognitions of excellence.
- d. Check and create evaluation tools that really reflect what your school's doing to ensure every student succeeds.

As you work your way through these phases to bring ESSA into your school, remember that just staring at a problem never does anything. You have to act.

Reference:

Berry, B. (2016). The dynamic duo of professional learning. *Kappan*, 97(4), p. 51.



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A NEW DAY FOR TEACHER PREPARATION PROGRAMS

By Suzette Lovely, Ed.D.

No Child Left Behind may have vaporized into thin air, but that doesn't mean school leaders are 100% certain what will happen next.

One of the less talked about elements of the new ESSA law is building innovation into our teacher preparation programs. Although reformers have been calling for changes in college admission criteria and teacher training models for years, these calls typically have fallen on deaf ears—until now. A new provision in ESSA allows states to approve teacher preparation programs that bypass the institutional gridlock of higher education.

Two alternative routes to licensure under ESSA can prepare teachers with the knowledge, skills, and mindsets that will make them great.

1. Teacher Preparation Academies: Each state has the ability to authorize “academies” to eliminate roadblocks such as faculty members having to hold advanced degrees, students being required to complete a set number of credits or sequenced coursework, or institutions needing college accreditation. By contrast, the law specifies that each academy must:

- Provide a significant part of the teacher training through clinical preparation.
- Award a certificate of completion to a teacher only after the teacher demonstrates that he or she is effective.
- Limit admission to prospective teacher candidates who demonstrate strong potential to improve student achievement.

Schools and districts must recognize certificates from these academies as at least the equivalent of a master's degree for the purposes of hiring, promotion, and compensation.

2. Teacher Residency Programs: Residency programs will allow prospective teachers to teach alongside an effective teacher for a full academic year. The prospective teacher

would be required to attend courses taught by the local education agency (LEA) or faculty of a teacher preparation program while teaching in the content area. The LEA could be a school district, county office of education, or accredited college or university. The state or LEA can determine the definition of an effective teacher and effective teaching skills.

It's no surprise that teaching colleges around the country have opposed this new legislation, claiming it will lower teaching standards and open the floodgates to a host of shoddy programs. But many principals and HR administrators disagree. While K-12 schools fell under NCLB's heat lamp of test scores and sanctions, the colleges and universities who turned out the teachers responsible for educating students often got off scot-free. With little if any way to gauge the effectiveness of teacher training programs, these new pathways

will provide new spaces for teacher education to occur.

Teaching in the 21st century is a far cry from teaching in the 20th century. If our states and local school districts can get the details right, the alternative approaches set forth under ESSA hold great promise for the future of the profession. The right changes in teacher preparation programs will lead to the right changes in student outcomes, which is a win-win for all.

References:

- Arnett, T. (2016, January 28). ESSA unlocks teacher prep innovation. *Brookings*. Retrieved from www.brookings.edu/blogs/brown-center-chalkboard/posts/2016/01/27-essa-teacher-prep-innovation-arnett
- Darling-Hammond, L. & Bransford, J. (2005). *Preparing teachers for a changing world*. San Francisco, CA: Jossey-Bass.



The ESSA and Career Pathways

By Nancy Blade

The Every Student Succeeds Act (ESSA) details new federal requirements for schools as they transition from No Child Left Behind (NCLB). Believing in the idea that every student will succeed—like valuing that no child be left behind—speaks to most educators beyond the idea of accountability. The very words imply a fundamental belief that all students deserve opportunities to be successfully educated.

Maria Ferguson, Executive Director for the Center on Education Policy, says the ESSA “has far more autonomy to determine how schools are held accountable for student performance.” However, in designing that accountability, schools might consider whether the gold standard for what measures success will continue to be students earning a 4.5 GPA, perfect SAT scores, or admission to an Ivy

League school. Schools might look at measuring success through a wider lens that finds value at any academic level, including students accepted to state schools, community colleges, or trade schools.

In California, Career Pathway Trust grants help fund Career Technical Academy programs that acknowledge interests and provide opportunities for all high school students to pursue specialized learning. Programs such as Culinary Arts and Hospitality Management, Medical Sciences, Engineering and Manufacturing, and Digital Media Arts open new worlds to students traditionally underserved by AP and Honors classes. More importantly, academies like these tell students they're valued for studying in areas of interest as they prepare for their futures.



(continued on page 6)

Think how you might respond to this situation.
Then compare your ideas with those provided on our website.



THE END OF A FIRST-YEAR TEACHER?

Jill eagerly waited for the first day with her kindergarten class. She had always wanted to be a teacher, so she was excited to have this opportunity in an outstanding school and determined to do well. The day before classes started, the other kindergarten teacher asked for the day off so she could accompany her special needs child to his first day of school. Because of budget shortages, the principal of Jill's school requested the staff cover the absent kindergarten teacher's class. Jill quickly volunteered as did the other teachers in the building.

As it turned out, Jill's time was when that kindergarten class was going to lunch. There were 16 children on the roster, but when she lined them up to bring them back to the classroom, there were only 15. Horrified, Jill counted and recounted, checked and rechecked the roster. Sure enough, she was missing a student. Panicked, she checked with the teachers near her, notified security, and the school was locked down.

Finally, it was discovered that one of the students had not shown up for the first day of school. The teacher who had that early duty failed to note this on the roster. Jill believes her career to be over before it started and is considering writing her resignation. Little was said by either the principal or fellow teachers, but Jill is sure they're smirking behind her back.

Find ideas the principal might use in dealing with this situation at www.northstarforprincipals.com.

Case Study: Questions to Ponder

What are the immediate problems?
What are the underlying issues?
How should the principal proceed?
What other information might be helpful?
How might this situation have been avoided?



Mindfulness in the Workplace

By Teresa VanDover, Ed.D.

In the life of a school leader, there are many competing agendas and never enough time to accomplish them all. Although it's difficult to find time for ourselves, we must remember that it's dangerous not to. Stress interferes with the beauty of what we're trying to do in the first place.

If you do activities to promote mindfulness, those thoughts will get you through the stressful times. Mindfulness for school leaders requires that you focus on the broader outcomes rather than the daily tasks. It requires that you consciously think about the beautiful children and families you're serving and the conscientious teachers you're leading. It requires you to remember that education is an act of social justice and a



calling. A peaceful mind can prepare you to handle stressful situations with care, compassion, and good decision making. Mindfulness enables you to attend to each situation as it presents itself, being fully in the moment and knowing exactly how you must prioritize. Try some of the mindfulness suggestions listed below.

- My favorite is to take the balcony view. Imagine yourself on the balcony of the school, looking down at the hurried students and teachers below. This imaginary view removes you from the day-to-day moments and allows you to see how groups are conducting themselves as they learn and interact within.
- Find peace within a moment by walking the perimeter of your school. Looking at the school from a slight distance can show you that it's a self-contained society, one in which you can lead positively.
- Close the door to your office and give yourself a neck or shoulder massage.

(continued on page 7)

2016 Numbers

FACTS

- Total public and private elementary and secondary school enrollment reached **55** million in Fall 2004, representing a **15%** increase since Fall 1991.
- Between 2004 and 2016, a further increase of **9%** is expected, with increases projected in both public and private schools. Increases are expected in the Midwest, South, and West, and a decrease is expected in the Northeast.
 - PK-8 increased **11%** from 1991-2004 and **11%** from 2004-2016.
 - 9-12 increased **26%** from 1991-2004 and **4%** from 2004-2016.
 - State with greatest growth from 2004-2016: Nevada, **36.6%**.
 - State with least growth from 2004-2016: Wisconsin, **0.5%**.
 - State with greatest loss from 2004-2016: North Dakota, **-9.3%**.
 - State with least loss from 2004-2016: Ohio, **-0.7%**.
- Total public and private high school graduates increased **24%** from 1991-2004. A **5%** increase is projected between 2004 and 2017.

One measure of public schools is preparation for advanced learning. The numbers for post-secondary education are of some interest.

- Total enrollment in degree-granting institutions increased **22%** between 1991 and 2005.
- Projections for total enrollment in degree-granting institutions range from **17%** to **19%**. Between 2005 and 2016, enrollment was projected to increase:
 - By age: **15%** for students 18-24, **7%** for students 35 and older.
 - By sex: **10%** for men, **22%** for women.
 - By attendance: **23%** for full-time, **6%** for part-time.
 - By race/ethnicity:
 - **8%** White
 - **32%** Asian or Pacific Islanders
 - **29%** Black
 - **34%** American Indian or Alaska Native
 - **45%** Hispanic
 - **15%** for nonresidents.

A final note: The number of elementary and secondary teachers increased **26%** between 1991 and 2004 and is projected to have increased an additional **18%** from 2004-2016.

Principal's Action: As you start the 2016 school year, demographic statistics can give you and your faculty a sense of the direction of public education and your school within that overall direction.

Reference:

Projections of education statistics to 2016. (2007, December). *National Center for Education Statistics*. Retrieved from <http://nces.ed.gov/pubs2008/2008060.pdf>

Teacher Employment

By Tweed W. Ross, Ed.D.

Many schools have programs to develop future teachers. One fact you can share might encourage the direction those students take: "An average prospective teacher endorsed in STEM or SPED has a 75% chance of being employed in a teaching job within three years of graduation, while an average teacher endorsed in elementary education has just a 50% chance of finding a teaching job in the same time frame."

Reference:

Golhaber, D., Krieg, J., Theobald, R., & Brown, N. (2016, January). Refueling the STEM and special education teacher pipelines. *Kappan*, 97(4), p. 61.

INTERNET SITES TO SHARE

ESSA Resources

www.ed.gov/essa

Basic government site outlining the purposes of the Every Student Succeeds Act.

http://blogs.edweek.org/edweek/rick_hess_straight_up/2016/03/what_essa_means_for_teachers_school_and_system_leaders.html

An Education Week blog post presenting seven specific "talking points" you'll want to use to frame your understanding of ESSA's impact on education.

www.aei.org/publication/every-student-succeeds-act-essa-of-2015-gains-and-challenges/

This site outlines ESSA in terms of gains and challenges for five specific groups: state education chiefs, superintendents, principals, teachers, and parents.

<http://edexcellence.net/articles/the-five-themes-of-essa-coverage>

This site previews some of the challenging uproar that may come into play in your efforts to implement ESSA.

www.nea.org/essabegins

Scroll down this site from the National Education Association to find downloadable PDF resources relative to ESSA.

Previous Issue Resources

To access these archived resources, log in to www.northstarforprincipals.com and click on Archived Issues | August 2013 (or 2014/2015) | Resources.

August 2013

- Promoting Parent Involvement in Elementary Education
PowerPoint presentation and handout explore how to promote parent involvement at the elementary level.

August 2014

- Common Sense + Common Practice = Common Outcomes
PowerPoint presentation and tip sheet explore the outcomes and actions expected of teachers to implement the Common Core.

August 2015

- Keep Time Bandits at Bay
PowerPoint presentation and tip sheet about making every minute count in the classroom.



The ESSA and Career Pathways

(continued from page 3)

Focusing on students with “aptitude and excellent attitudes,” says Cary Johnson, the Director of Secondary Education at Placentia-Yorba Linda Unified School District, the academies “make them college and career ready, giving them 21st century skills.” Or as a student stated, “My academy program promotes what I am capable of doing and because I care about the work I do, I’m a successful student.”

Sumin, a senior in the Culinary Arts and Hospitality Management program, works toward her goal to be accepted into a Baking and Pastry program at the local community college. She has taken classes like Introduction to Culinary Arts and Safety/Sanitation. She not only prepares food and menus in her class where a permanent chef teaches, but takes a class in management as she wants to own her own bakery one day.

Students in the Medical Sciences Academy take classes like Health/Careers, Medical Careers 1, Medical Assisting Clinical, and Administrative Planning. They practice skills like drawing blood and taking blood pressure while working with a trained nurse who’s the teacher in their classroom. Kayla, as a senior in the program, is working on completing a 120-hour externship at a local physician’s office with a goal to become a physician’s assistant.

As schools provide classes and programs that teach career skillsets, they strengthen the opportunity for every student to succeed. And as school districts have more flexibility to determine accountability, they honor that performance for one student might look very different from another student depending on ability level, interest, and factors such as being an English language learner (ELL) or having special needs.

ESSA loosens the focus on testing and expands accountability. ESSA multimetric accountability supports “meaningful differentiation” among schools and values “student/educator engagement and postsecondary readiness” (ASCD, 2016). We owe it to every child to experience success—and success is not limited to academics with no relevancy to live after high school. Career pathway academies within high schools blend academic growth with a career emphasis and support the focus of interests that students believe drive them to be successful.

References:

- Ferguson, M. (2016, March). Washington view. *Kappan*, 97(6), 72-73.
Griffith, D. & Wolfe, M. (2016). What educators need to know. *ASCD*.

Ideas for Using *THE MASTER TEACHER Weekly Pd™ PROGRAM*

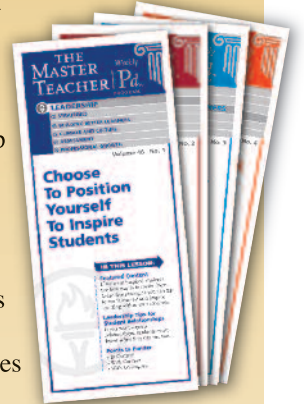
By Laura Myrah

Choose To Position Yourself To Inspire Students (No. 1)

Principals have found THE MASTER TEACHER Weekly Pd PROGRAM valuable for integrating professional development activities into regular faculty meetings. Following is a brief description of how a principal could use the lesson titled, Choose To Position Yourself To Inspire Students.

Part I: Before you distribute the lesson, ask the faculty to sit in groups in order to contemplate and discuss the following prompts:

1. Reflect individually and then discuss within your group two questions: *Why* do you develop relationships with students in your class? Sharing successful, real-life examples, *how* do you build the relationships?
2. The lesson you’re about to read explains five ways to inspire students. Building relationships between teacher and student is one strategy. Predict and discuss what the other four strategies might be.



Part II: Distribute the lesson and allow time for faculty to read it.

Part III: Follow up with one or more of the following discussion prompts within your group of colleagues:

1. The lesson’s author identifies building a relationship with each student as likely the most influential strategy to inspire students. What are the other four ways to inspire students?
2. Within your group, share examples of how you—or educators you’ve seen—have changed behaviors in the classroom which sparked inspiration in students. Did any of these examples match up with the five strategies explained in the lesson?
3. If you were to survey your students about your class, which of the five strategies of inspiration do you believe they would prefer?

Find additional suggestions for implementing *THE MASTER TEACHER Weekly Pd PROGRAM* at www.northstarforprincipals.com.



This Month From *THE MASTER TEACHER Weekly Pd PROGRAM*:

Feature Topic*

- No. 1: Choose To Position Yourself To Inspire Students
- No. 2: Add Learning Plans To Your Lesson Plans
- No. 3: Motivational Mistakes That Will Affect Every Student
- No. 4: Learn To Think How Highly Effective Educators Think

*Each weekly lesson addresses one of the Six Pillars of Professional Learning: Leadership, Strategies, Building Better Learners, Climate and Culture, Assessment, and Professional Growth.

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POWER TO THE PEOPLE: DELL CHROMEBOOK 13

By Carol S. Holzberg, Ph.D.



There's nothing like four full days of out-of-district professional development training to make an educator rethink the value of a weighty Windows 10 laptop with a short battery life. At each conference, I saw "untethered" educators working on smartphones, small tablets, lightweight laptops, and more varieties of Chromebooks than pizzas have toppings. All these devices could go several hours, if not all day, without recharging. Did I really need access to *all* my work files and folders while out of the office? Probably not. As long as there was Wi-Fi access to the Internet, I could save to Google Drive.

On day four of my recent PD marathon, I carried both a Chromebook and my laptop! Nothing like a field test to prove a point. I worked on the Chromebook during the keynote presentation in a dimly lit auditorium, far from a power source. No worries. The lightweight Dell Chromebook 13 had a backlit 74-key keyboard (which is very convenient in a room with little to no lights) and a 12-hour battery. The sleekly styled unit weighed only 3.23 pounds and measured 9.03" tall (with the cover opened), 12.93" wide, and about .84" at its thickest. Comfortable to use right from the start, it fit easily into my backpack when I moved from room to room, unlike my bulky, 6.22-pound, short battery life laptop, which has its own case.

Dell's Chromebook 13 features a slim black magnesium-alloy design. It sports a soft-touch, carbon-fiber lid finish for easy pick-up and grip and two rubber strips along its underside to prevent slippage. All Chromebook 13 models feature a bright, crisp 13.3" 1920 x 1080 16:9 (1080-pixel) display, an Intel Dual Band Wireless-AC7260 802.11 AC Wi-Fi and Bluetooth 4.0 LE wireless card, a 12-hour 6-cell battery, 74-key keyboard, 1 USB 3.0 port, 1 USB 2.0 port, HDMI, Headphone/Microphone Combo Port, slots for a Micro DS and

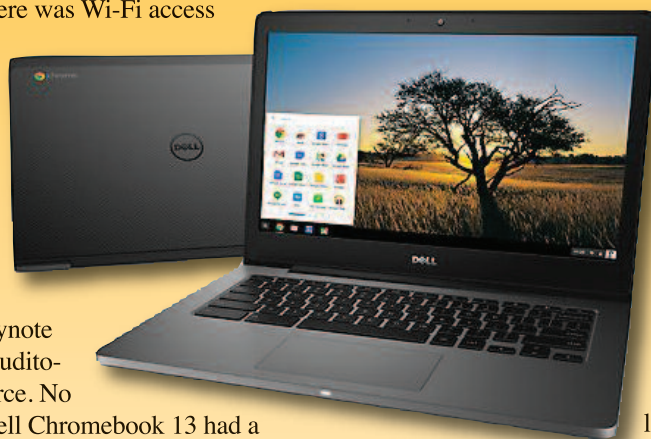
Noble Lock slot, and a glass touchpad measuring 4.13" x 2.36". They come with a one-year Hardware Service warranty bundling Onsite/In-Home Service after remote diagnosis.

School Deployments

The Dell Chromebook 13 is what many call a "business class" Chromebook. Price varies depending on the processor (Celeron 3205U, i3 5005U or i5 5300U), RAM (2GB, 4GB or 8GB), Solid State Drive (SSD) storage (16GB or 32 GB) and Touch or Non-Touch display screen (Touch LCDs include a Touch LCD cover as well). You pay more for the faster performance of an i5 processor, 8GB RAM, and touchscreen but even the least expensive Celeron model with only 2 GB RAM, 16GB SSD, and one-year warranty (no accident insurance), costs \$400.00. Higher-priced configurations cost as much as a low-end laptop running Windows 10.

Budget-strapped schools planning large-scale deployments could purchase more devices at lower cost with a less expensive alternative. In the Greenfield School District (MA), for example, we could buy three 4GB/16GB Lenovo N22 Chromebooks, with a three-year warranty and Accident Insurance for every Dell Chromebook 13 with i5 Processor, 8Gb RAM, 32Gb SSD and 3 Years' Support and Accidental Damage. On the other hand, educational administrators seeking a Chromebook with larger size display and improved performance will appreciate Dell's Chromebook 13. But if you're going to spend \$900 on a powerful high-end Chromebook, wouldn't a Windows 10 or El Capitan MacBook be a better choice?

View the **Dell Chromebook 13 product details** online at www.northstarforprincipals.com.



Mindfulness in the Workplace

(continued from page 4)

- Take a few minutes to look through a book of quotes to find one that's inspirational for that particular day.
- Many principals are filled with moments they can reflect on to describe particular interactions with their learners and teachers. I remember that when I got my doctorate, students sent me notes of congratulations. One of these said, "I know you'll be a really good doctor, but when will you see your patients?"
- Last but not least, I encourage you to spend time thinking about an individual student. It can be one displaying good

effort in learning or one who gets on your last nerve. Imagine the world from their point of view. It can be inspiring and can provide you with the additional compassion that will enable you to do your job powerfully.

Reflecting, embracing, observing, caring, and loving are all ways you can think about your school—and those within it—in mindfulness exercises. Try it in short segments throughout the day—or at the beginning or the end—to get into a mindset about the opportunities you have for positive impact.



A hassle-free way for you to provide instructional leadership on topics of immediate interest to staff.

CHANGING STUDENT ATTITUDES

This month's GPS is the first in a series about changing students' attitudes and behaviors. The professional development presentation and teacher tip sheet will help you lead teachers to:

- Learn strategies for changing student attitudes.
- Consider outcomes that come from positive student attitudes.
- Discuss what happens when we fail to give students opportunities for personal or group success.

This month's GPS was adapted from our PDXPERT inservice kit titled "Motivating Students 1: Changing Attitudes and Behavior." This title and 80 more workshops are available at www.masterteacher.com/PDXpert.



Download **The Principal's GPS** at www.northstarforprincipals.com.

Did you know? There are over 50 customizable **The Principal's GPS** resources online available to you at www.northstarforprincipals.com. That's more than 25 hours of rich staff development to guide your teachers to success.

FOCUS EVENTS OF THE MONTH

AUGUST

- 1-31** Children's Vision and Learning Month
- 1-31** National Immunization Awareness Month (NIAM) www.cdc.gov/vaccines/events/niam/default.htm
- 12** United Nations International Youth Day
- 16** National Tell a Joke Day
- 28** Martin Luther King Jr. delivered his "I Have a Dream" Speech in 1963

SEPTEMBER

- 1-30** Library Card Sign-up Month www.ala.org/conferenceevents/celebrationweeks/card
- 5** Labor Day
- 11** National Grandparents Day
- 15-Oct 15** National Hispanic Heritage Month

August Events: Ideas to Pass On

Selected Theme: Children's Vision and Learning Month

1. During one of your first faculty meetings, share—or have your school nurse share—information about the link between vision and learning and symptoms that indicate vision problems. For more information, visit the Parent Resource Center or Children's Vision and Learning Month website at www.covd.org.
2. Encourage staff to work closely with parents and consider ways to inform financially disadvantaged parents about how to obtain eye exams and glasses for their children.

September Events: Ideas to Pass On

Thinking Ahead and Getting Organized

1. Set aside time to check with all new staff members individually and ask if they have any questions or needs. It's important that you go to them as they may be hesitant to approach you. Reaching out at this time demonstrates you care about them and want them to be successful.
2. Check with your staff members who handle enrollment. Are there any special cases involving students or parents? You'll avoid being caught off guard and reduce the potential for awkward moments or even critical errors if you know this information ahead of time.
3. Review and rehearse your agenda for your first faculty meeting. Make certain the materials you want to use and/or distribute are completed, in order, and on hand.

One Thing

By Tweed W. Ross, Ed.D.

Often we believe school reform starts with great ideas when, in truth, little things make a difference. As you start this school year, begin with one—just one—small thing you want to see improved. It might be answering the phone promptly. It might be classroom tidiness. It might be checking spelling on

every document. It might be cleaning windows or stretching carpet. These things seem trivial, but they have great image impacts. Identify clearly to your staff at the start of the year what you'll focus on and then check and correct that issue at every opportunity.

