

GAEJP



THE
GEORGIA
COMMUNICATOR

Conducting Georgia's Education

Winter 2010



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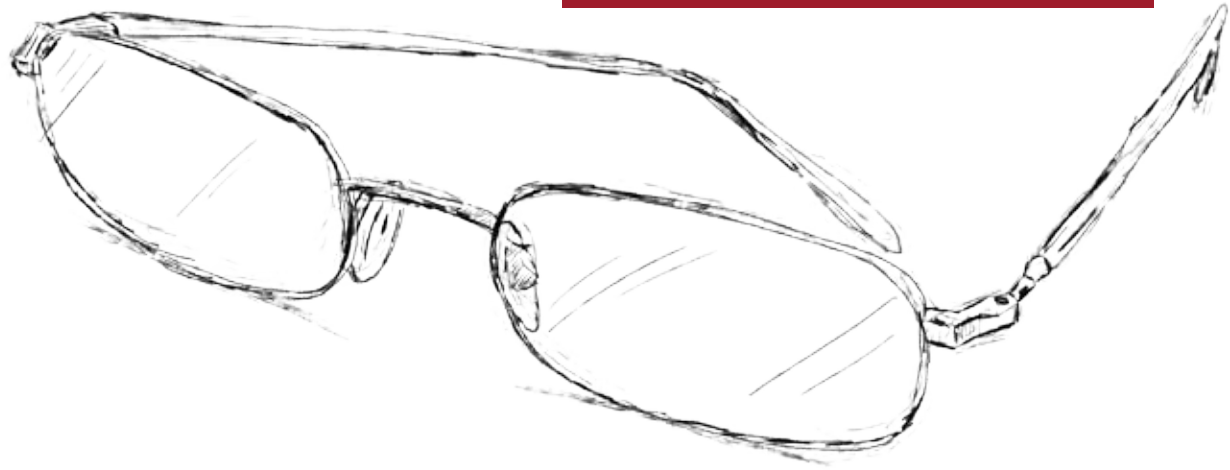
The Georgia Communicator

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Georgia Association of Elementary School Principals
Hal Beaver, Executive Director / January 2010

Dear Colleagues,

I get to travel around this large state to different meetings, and as I do, I think a lot about what I hear and see. I understand now, more than ever, the importance of “networking” and being involved. Being involved in District Meetings, State Meetings, and National Meetings are invaluable for all of us.

Many times the principal thinks that they do not have the time to attend district meetings, fall conferences, or GAEL Conferences, etc. Some of the arguments I hear for not attending these meetings are:

- I finally have time off.
- I can't afford to be away from my school.
- Not another meeting, please.
- I already have PTA Meetings, Parent Council Meetings, Grade Level Meetings, Data Meetings, walk-throughs, Faculty Meetings, or Central Office Meetings, etc.

It is very important to attend all these meetings and to network with all your systems' colleagues. BUT, even more important, here are some reasons to attend your district and state meetings and conferences:

- Finding out that you are not alone.
- Gaining ideas and knowledge from other colleagues; many times they have already experienced what you are going through.
- Establishing relationships for future resources.
- Serving as a resource for new administrators-giving back.
- Hearing pertinent information related to your job-professional development, legislative, etc.
- Having input and an impact on what goes on and what happens in your profession through participation in your association GAESP/GAEL.
- Learning the best practices.
- Being proactive, not reactive, through our association.
- Not having to supervise anyone but yourself and enjoying all the professional learning.
- Eating well (I do anyway).

As you see, the benefits for attending outweigh the arguments! Try making the “road trip” to our next conference; bring a neighboring principal from your system. Just the trip itself is a great time to bond and share with your colleagues.

In closing, it is tough enough being an administrator with friends, much less by yourself. These tough times call for tough choices, and times “they are a ‘changing.” Until next time, remember you have a friend in GAESP and GAEL!

Hal Beaver

GAESP Executive Director

Boosting Morale in a Time of Tribulation: By Cecil Patterson

Back when I started teaching over thirty years ago, teachers entered their classrooms with a directed sense of purpose. They knew what needed to be taught, gathered what materials they could scrounge up, and got down to the business of teaching young people. This was done without hesitation and with pride. Nowadays, education seems to encompass so much more for educators at all levels. There are days when education may take a back seat as teachers turn into nurses, counselors, judges, and even custodians...all admirable professions, just not what our teachers signed up to be from the beginning. Our students need assistance in all of these areas, but they may need it from outside resources so our teachers can teach students. With budget cuts hitting us from all around, our teachers are being pulled in so many areas. The stakes are higher, the bar has risen, and the challenges are far greater as children are coming to schools with more issues and less support.

Administrators must step up to the challenge and offer support before teacher morale becomes a negative issue in schools rather than a positive. Student achievement is directly tied to teacher morale. When faculty and staff do not have clear direction, their self-confidence and confidence in the system as a whole is in question. The best morale booster in a school is having a clear vision and working towards that vision together with passion and a sense of urgency. As you develop your vision, you must include all stakeholders in the process. Without ownership, buy-in will not occur which will result in a lack of effort in making the vision happen. Shared leadership is required throughout the school as decisions are made impacting student achievement. Each of us has our own areas of expertise. Separate, we make only individual players. Together we make the winning line-up.

Next you must get to know the stakeholders. A principal should take time to know his faculty and staff. This includes teachers, the nutrition department, custodians and other members of your support team. Rather than just doing countless walk-throughs and observations, I do a lot of walk-bys. These are quick visitations where I check on employees, their children, spouses, and home lives, not only their essential questions, standards, and elements. All of that is important, but so is getting to know the faculty and staff of the school. To gain a positive school culture, you must know your

students, too. These walk-bys will help with that also as I utilize “walk around management” to see children, ask about their days, and get to know their interests. Creating a caring school environment all around will build a school that has a positive culture and environment.

Another way to help teachers and support staff is to provide professional support. This can be accomplished through school and county-wide professional learning. Provide opportunities for growth by giving time out of school for teachers to visit other schools to see best practices and to share ideas. Encourage participation in professional organizations such as the Georgia Association of Elementary School Principals and the National Association of Elementary School Principals. Both groups provide networking opportunities, resources, conferences, legislative updates, and more to support educators at all levels. A variety of job embedded professional learning strengthens teaching and learning which, in turn, will increase teacher morale.

Many of our teachers are stretched and stressed as we add “just one more initiative” to their plates. Take time to reward them and help them relax by getting them off campus. Whether it’s a dinner and a movie night or a faculty bowling night, when you get your group together outside of school, they learn each other’s interests and develop bonds that are not easily broken. Whatever you do to boost morale, do it with meaning. One thing done from the heart is worth more than five things done just to raise a test score. When you care about your faculty, staff, and students, it will show. Together, you can make a positive difference in the lives of children.



Cecil Patterson is the principal of Gray Elementary School in Jones County. He has been a teacher, a coach, and a mentor to many over his career in education. He is a father of three boys, Cecil, Aaron, and Justin, and the husband of Janelle. He is currently serving as the state representative for the National Association of Elementary School Principals.

The Georgia Association of Elementary School Principals Launches the Georgia Bullying Prevention Initiative with the Hazelden Foundation

The Georgia Association of Elementary School Principals (GAESP) is excited to be launching, with the Hazelden Foundation, and the National Association of Elementary School Principals (NAESP), a new effort called the Georgia Bullying Prevention Initiative. National surveys show that 17 percent of students report being bullied

“sometimes” or more often and 19 percent report bullying others “sometimes” or more often.

That means over one in three students in a typical Georgia classroom are involved in bullying on a regular basis. Many more students who witness bullying happening are also impacted.

The Hazelden Foundation, headquartered in Center City, MN is the leading publisher of evidence-based prevention programs and the exclusive publisher of the Olweus Bullying Prevention Program (OBPP), the most researched and best-known program of its kind. With over thirty-five years of research and successful implementation all over the world, OBPP is a

whole school program that

has been proven to prevent or reduce bullying throughout a school setting. Many schools that have used the program have seen reductions in bullying behavior by 50% or more.

OBPP, geared to students in grades 1-8, is used at the school, classroom, and individual levels and includes methods to reach out to parents and the community for involvement and support. School administrators, teachers, and other staff are primarily responsible for introducing and implementing the program. These efforts are designed to improve peer

relations and make the school a safer and more positive place for students to learn and develop.

GAESP will be working with Hazelden to educate Georgia schools about the serious issue of bullying and other related violence issues, and will be serving as a key source in the state of Georgia for the Olweus Bullying Prevention Program and Hazelden’s other violence prevention programs.

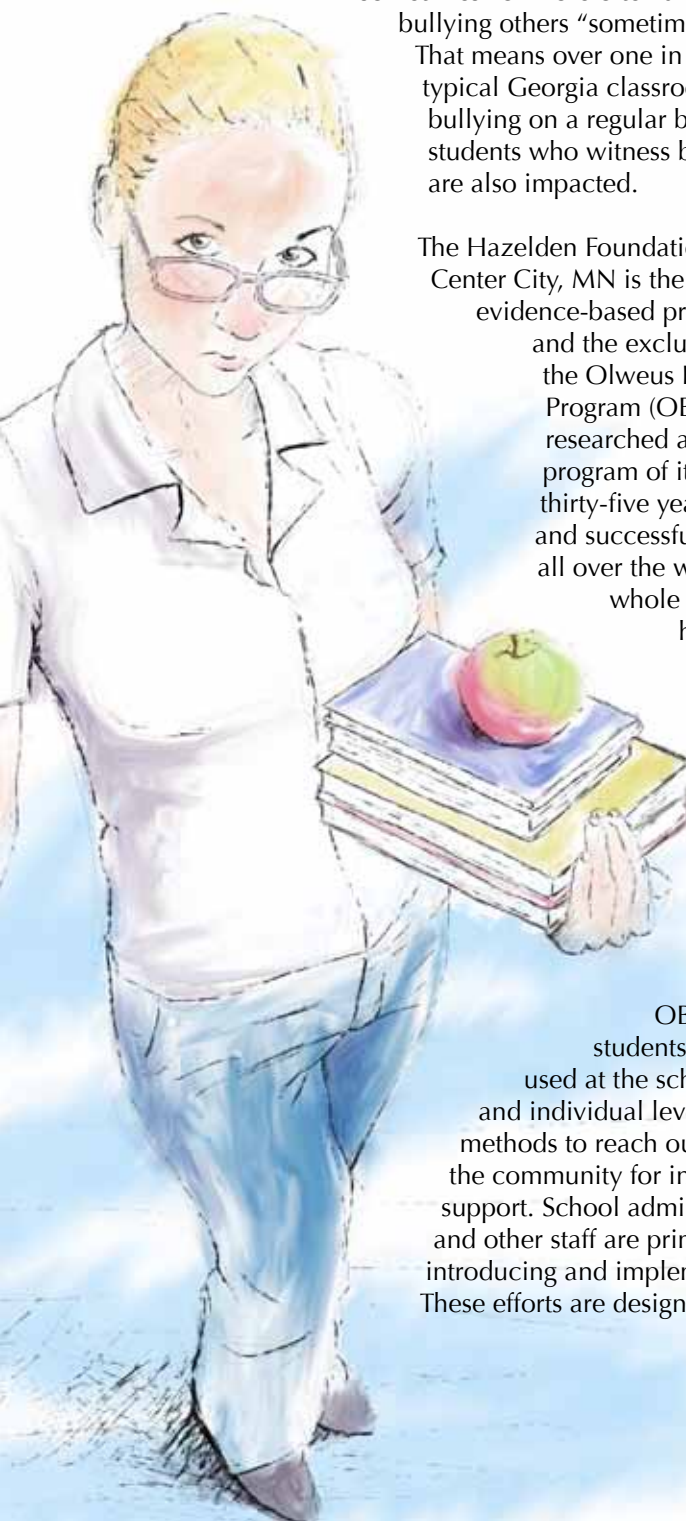
“GAESP, the elementary and middle level principals association in Georgia, is the group that should lead the way in Georgia bullying prevention. Principals play a vital role in creating a positive school culture,” said Hal Beaver, GAESP executive director. “The Hazelden Foundation and the Olweus Bullying Prevention Program are the gold standard in evidence-based bully prevention programs.”

“Hazelden is excited to be working with such a strong organization like GAESP...”

“Hazelden is excited to be working with such a strong organization like GAESP to bring much needed bullying prevention programming to schools across the state,” said Sue Thomas, business development director for the Hazelden Foundation.

To learn more about the Georgia Bullying Prevention Initiative or the Olweus Bullying Prevention Program:

visit www.gael.org or call (770) 967-2050.



Dateline NAESP

NAESP Convention Delivers Professional Development

There is value and opportunity for school principals everywhere you look at NAESP's Annual Convention and Exposition, which will be held in Houston, April 8-11, 2010. Here are eight ways that convention will help you to improve student achievement at your school.

- Engage and evaluate your teachers as leaders
- Discover new strategies that other principals have already put into place to lead effective learning communities
- Focus on your own leadership skills and how you can encourage teachers and staff to support your vision
- Assess the social, biological, and practical factors that affect student achievement
- Gather critical resources to maximize budgeting and funding in the new economy
- Position your school to implement a strategic plan to educate the whole child
- Collaborate with principals from school systems large, small, rural, urban, and suburban and put their experiences to work for you immediately; and
- Network with trusted industry vendors displaying products and services to enrich your school systems. Learn more about the benefits of attending NAESP's convention by visiting the convention Web site at www.naesp.org/2010.

Make Your Case for Attending NAESP's Convention

As an education leader, you are the key to making your school a successful learning community. Everyone in your school can benefit by your attendance to NAESP's Annual Convention and Exposition in Houston, April 8-11, 2010. Here are some tips for making your case to your superintendent:

Communicate why attendance is vital. During NAESP's convention, you will meet the best and the brightest in the education industry and you will see what NAESP has to offer. With more than 80 education sessions, you and your school will reap the benefits of best practices, success stories, tools, and practical solutions. Here are just a few additional benefits of attendance:

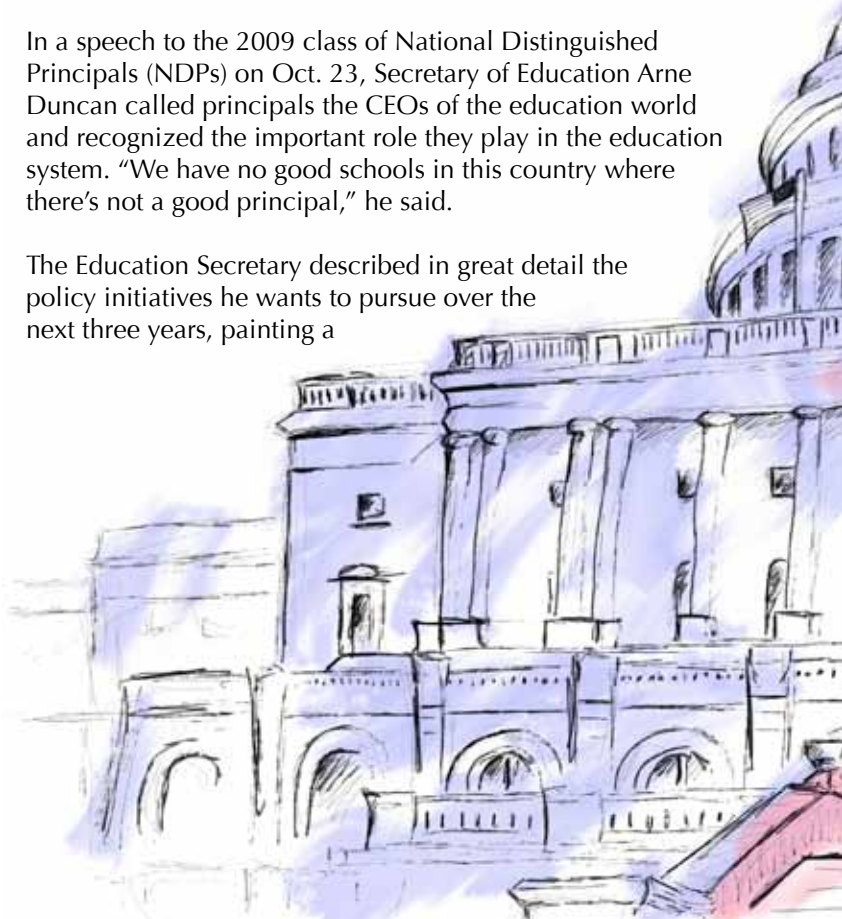
- Meaningful discussions on a wide variety of topics to enrich your leadership, knowledge, and skills;
- Resources, programs, and materials from vendors to help you achieve success in your school;
- Networking opportunities with other educators; and
- Innovative ideas learned from powerful keynote speakers.

Gain buy-in. Review the daily schedule on the convention Web site to identify education sessions, continuing education opportunities, and networking events that address specific needs within your school. Identify your current initiatives such as cutting costs, student performance, or overcoming specific challenges. Prepare a list of benefits that can be realized by your attendance. Then, explain the relationship between these annual convention activities and the goals for your school. It's important to be able to logically describe the benefits to your school district and how you can make an impact. Learn more about the benefits of attending NAESP's convention by visiting the convention Web site at www.naesp.org/2010.

Duncan Addresses Distinguished Principals in Nation's Capital

In a speech to the 2009 class of National Distinguished Principals (NDPs) on Oct. 23, Secretary of Education Arne Duncan called principals the CEOs of the education world and recognized the important role they play in the education system. "We have no good schools in this country where there's not a good principal," he said.

The Education Secretary described in great detail the policy initiatives he wants to pursue over the next three years, painting a





U.S. House Passes National Principals Month Resolution, NAESP Celebrates Principals

On Wednesday, Oct. 21, the U.S. House of Representatives passed H. Res. 811, a congressional resolution to designate October 2009 as National Principals Month. Rep. Susan Davis, D-California, introduced the resolution, which honors elementary, middle, and high school principals for their passion and dedication to students across the country. The National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) worked together with Davis' office to craft the resolution's text.

"As the federal government continues to emphasize the role of principals as the catalysts for school reform efforts, it is only appropriate for the U.S. Congress to recognize these dedicated professionals in the month when the brightest and best among them are being honored," said NAESP Executive Director Gail Connelly.

The resolution encourages U.S. residents to observe National Principals Month with appropriate ceremonies and activities that promote awareness of school leadership in ensuring that every child has access to a high-quality education.

In tandem with recognizing National Principals Month, the National Association of Elementary School Principals (NAESP) recognized the nation's best K-8 principals Oct. 22-23 during the National Distinguished Principals program in Washington, D.C.

picture of an administration dedicated to giving principals and other education leaders the tools they need to dramatically improve the country's school system. "We have to do everything we can to support you, to nurture the next generation of principals, and to figure out how we share your expertise and passion," Duncan said. He also referred to the Department of Education as part of the problem and said internal reform was needed. "We're trying to move from being a big compliance-driven bureaucracy to an engine of innovation." But Duncan's address chiefly paid tribute to the 63 NDPs from across the country and abroad who came to Washington, D.C., for two days to receive recognition for their work and learn about the practices and policies being implemented by their peers.

Visit www.naesp.org/National_Distinguished_Principals_Program to find out more about this year's NDP program.

" We have no good schools in this country where there's not a good principal..."

The NDP program, which is held in cooperation with the U.S. Department of Education and sponsored by VALIC, featured an address by Secretary of Education Arne Duncan at the awards banquet. NAESP and the U.S. Department of Education started the program in 1984 to recognize public and private school principals who make superior contributions to their schools and communities. The distinguished principals are selected by NAESP state affiliates, including the District of Columbia, and by committees representing private and overseas schools.

NAESP is proud to honor these dedicated education professionals. A list of the 2009 NDPs and their biographical information can be accessed at www.naesp.org/National_Distinguished_Principals_Program.



News Briefs cont...

National Principal Association Announces Partnership With Hazelden to Benefit Whole Child

The National Association of Elementary School Principals (NAESP) Foundation is pleased to announce a strategic alliance with Hazelden Publishing, the leading publisher of evidence-based programs and curricula for youth substance use prevention and violence prevention.

Through this unique collaboration, the NAESP Foundation and Hazelden Publishing will work together to address major issues that affect children's social and emotional well-being and academic achievement, including bullying and other violence, mental health issues, and substance abuse. The two organizations will host webinars, develop joint publications, and work with NAESP state affiliates to bring needed resources to state education leaders.

"This is the right idea at the right time with the right partners," said NAESP Foundation CEO Ernest J. Mannino. "The necessary focus on educating the whole child requires collaboration between established leaders in the field. The NAESP Foundation and Hazelden will bring contemporary evidence-based resources to the entire education community."

"We are pleased to be working with the NAESP Foundation to bring high-quality, evidence-based programs to schools



across the country, addressing some of the key issues affecting children and teens today," said Sue Thomas, manager of business development at Hazelden Publishing.

Hazelden Publishing has a number of evidence-based programs that address key issues facing children and teens today. These resources will be distributed through NAESP's online resource center and through special arrangements with interested state affiliates. These programs include the Olweus Bullying Prevention Program, an award-winning program for grades 1-8, cyberbullying curricula, and the Peaceful School Bus Program.

To learn more about Hazelden's Olweus Bullying Prevention Program or this strategic alliance, contact Christine Anderson at 651-213-4231 or canderson@hazelden.org.

—Dateline NAESP

2010 GAEL Winter Conference

Jan 31-Feb 2

The Classic Center

Athens, Georgia

Sponsored by The
Georgia Association
of Educational
Leaders

The New 3 R's

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Curtis Johnson
Co-Author of
Disrupting Class



Ronald Cervero
The University
of Georgia



State School
Superintendent
Kathy Cox



Arthur Horne
The University
of Georgia



Jim Warford
Florida Association
of School
Administrators



Phil Hartley
Harben, Hartley &
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Register Now at www.gael.org

Education Secretary Arne Duncan Joins NBPTS in Launching National Board Certification for Principals

ARLINGTON, VA – December 8, 2009 – The National Board for Professional Teaching Standards (NBPTS), the organization that sets and maintains the standards for teacher excellence, today launched National Board Certification for Educational Leaders, which includes the development of National Board Certification for Principals. NBPTS was joined by U.S. Education Secretary Arne Duncan, some of the nation's leading foundations as well as business and educational leaders at the National Press Club in Washington, D.C., to publicly announce the design and development of this initiative.

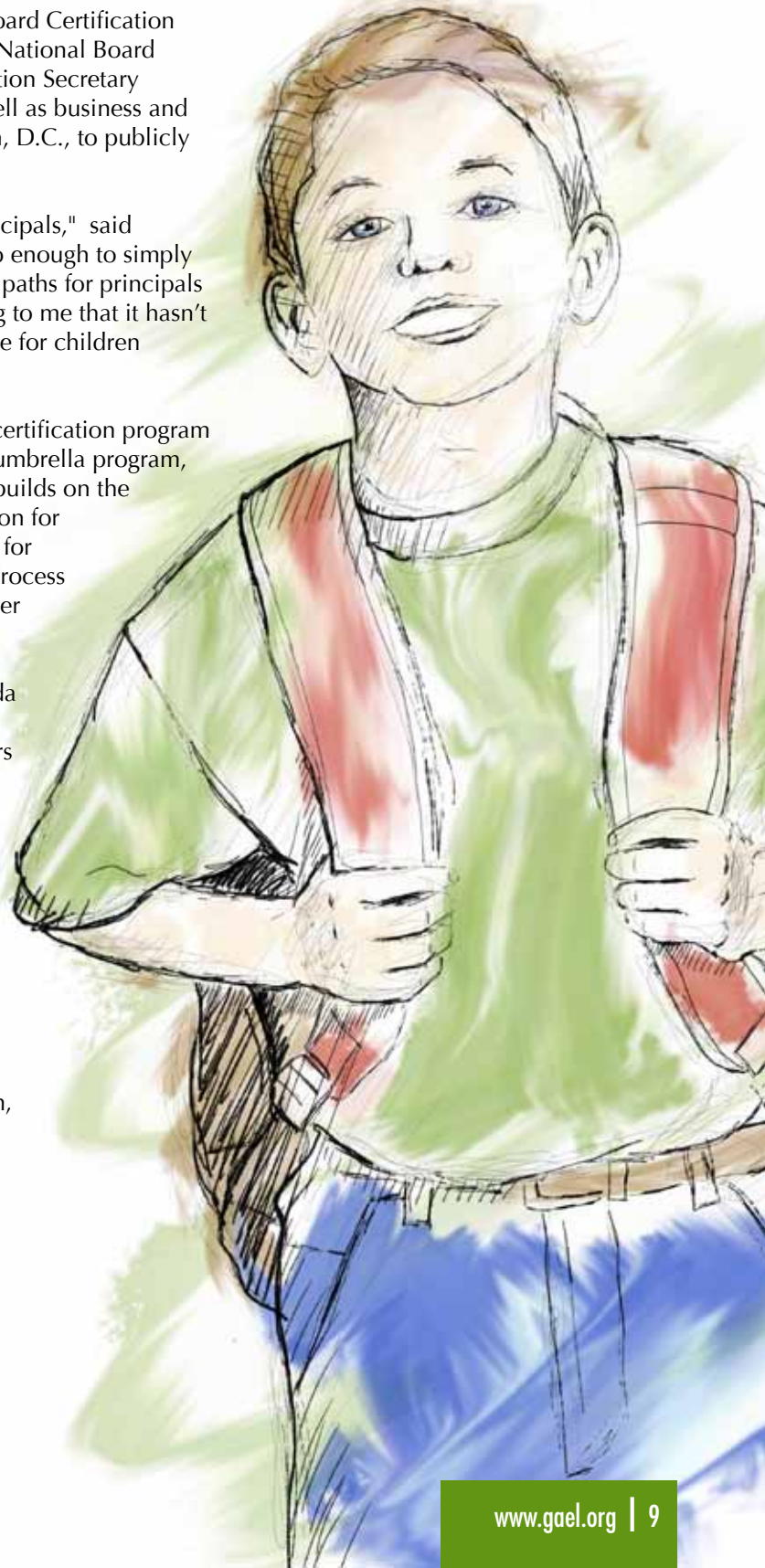
"There are no good schools in this country without good principals," said Duncan in a September interview with NBPTS. "We can't do enough to simply reward excellence to help develop career ladders and career paths for principals to be successful. This is critically important work. It's amazing to me that it hasn't happened to this point. There is a chance to make a difference for children around the country."

National Board Certification for Principals, the first national certification program focused on principals, is also the first phase of an expanded umbrella program, National Board Certification for Educational Leaders, which builds on the National Board's 20-year program, National Board Certification for teachers and school counselors. National Board Certification for Principals will not only create standards and an assessment process for principals, it will also lay the groundwork for a new teacher leader certification.

"Effective principals are critical to advance the nation's agenda for school reform. They are instructional and organizational change agents who have a critical impact on schools, teachers and, most importantly, student performance," said Joseph A. Aguerrebere, NBPTS president and chief executive officer. "National Board Certification for principals, teachers and other school-based educators will be important systemic levers by providing the first national benchmarks to clarify the knowledge, skills and performance necessary to be effective."

The National Board Certification for Educational Leaders initiative has been endorsed by policymakers, business leaders, administrators, principals and teachers. The Chicago Public Education Fund, a venture capital for public education, stands as lead investor with a \$1 million, multi-year investment made earlier this year.

"In order to be successful in a global economy, businesses must have talent-rich management. America's education system must operate under the same guidelines," said Penny Pritzker, a Chicago business executive and chairman, The Chicago Public Education Fund. "When schools have talent-rich leadership and high-quality teaching, learning will be the end result. A national model which objectively identifies master talent in school-based leadership will be a huge contribution to the human capital initiatives we're pursuing in Chicago."



GlaxoSmithKline, a longtime supporter of National Board Certification for teachers, announced today that it has joined the collection of supporters funding this project. "If we are going to improve student performance, it's only logical that we have a way to gauge the performance of the administrators in our schools," said Bill Shore, director, U.S. Community Partnerships, GlaxoSmithKline. "We are pleased to partner with the National Board on this initiative because it recognizes the critical need for instructional leadership and organizational change when it comes to education." Other funders include State Farm Insurance Companies, the National Policy Board for Education Administrators, The Wallace Foundation and the U.S. Congress.

"...to become a better principal, advanced principal certification is the next step."

NBPTS has a record of developing advanced standards and rigorous assessments that are recognized in all 50 states and the District of Columbia. Similarly, NBPTS is recognized for having the capacity to define excellent practice for educational leaders and implement a research-based, nationwide certification.

Development of the Core Propositions for Accomplished Educational Leaders, adopted by NBPTS in 2009, is the first step in building this landmark program. They define the essential elements of accomplished educational practice for leaders that establish a vision for the future. These propositions are the bedrock upon which the standards and assessment for principal certification are built. Additional information about the Core Propositions is available by visiting www.nbpts.org/principals.

In a recent NBPTS survey, 83 percent of school leader respondents and 69 percent of district leader respondents expressed interest in National Board Certification for Principals, which is expected to become available in 2011. Both school- and district-level leaders were most interested in a certification that would better prepare principals to lead systemic instructional improvement.

"It's all about the kids," said Sheila Evans, principal of D.F. Walker Elementary School in Edenton, N.C., who is also a National Board Certified Teacher. "The students are the ones

who will be making a difference in our country's future. If a school has a strong leader, students will have higher achievement. If a principal wants to be on the cutting edge of American education and wants to learn and grow to become a better principal, advanced principal certification is the next step."

In June 2008, the National Research Council (NRC) of the National Academies affirmed that NBPTS and its advanced teacher certification program have had a positive impact on student achievement, teacher retention and professional development. The NRC study found that students taught by National Board Certified Teachers (NBCTs) make higher gains on achievement tests than students of non-board-certified teachers.

National Board Certification is recognized as a model of pay-for-performance and is supported by teachers and administrators nationwide. Many states and local school districts provide salary incentives and cover the cost for teachers who pursue and achieve this advanced teaching credential.



A voluntary assessment program designed to develop, recognize and retain accomplished teachers, National Board Certification is achieved through a performance-based assessment that typically takes one to three years to complete. While state licensing systems set basic requirements to teach in each state, NBCTs have successfully demonstrated advanced teaching knowledge, skills and practices.

Jimmy Minichello
Media Relations Director
NBPT

About the National Board for Professional Teaching Standards - NBPTS is an independent, nonprofit, nonpartisan and nongovernmental organization. NBPTS advances the quality of teaching and learning by developing professional standards for accomplished teaching; creating and administering National Board Certification, a voluntary system to certify teachers who meet those standards; and integrating certified teachers into educational reform efforts. Today, tens of thousands of National Board Certified Teachers are making a positive difference in the lives of students across the nation.

What the GAESP means to me...

When I think of the number of elementary schools in Georgia, we should have over 1,000 members of GAESP. However, currently our membership stands at just over 400. Even in tough economic times, we need our professional organizations and they need us and our collective voice. I thought maybe if I shared with you a little about what GAESP means to me, you might think seriously about joining this organization for yourself, your school, and our profession.

Gift. Becoming a member of GAESP is a gift you give yourself. How often do you do something for yourself because it is good for you? Many of us don't. We are in the positions we are in because we are self "less" and we consider ourselves to be in positions of servitude to others – our staff, our students, our parents, and our community. However, we cannot be the best we can be if we are not a little selfish at times and be willing to do something that will make us better as a leader, a principal, and a person. GAESP makes me better.

Awards. Only if you are a member of GAESP, you and/or your school can be eligible for various awards: Outstanding Assistant Principal, Distinguished Service, Patron, School Bell, or GA/National Distinguished Principal. What an honor it is for a school to receive recognition at the state level! If you are not a member, your school cannot even be considered for an award! And Awareness. Through my experiences as being a member of GAESP and serving on the board of directors, I have a greater awareness of issues facing educators more nationally and statewide. Because of the professional learning opportunities of GAESP and GAEL, I am kept abreast of the current legislative trends at the state level and nationally. I am fortunate to have had the opportunity to go to Washington, D.C., twice this year to meet with our legislators on Capitol Hill to express not my thoughts, but our thoughts and concerns regarding legislation affecting Georgia educators.

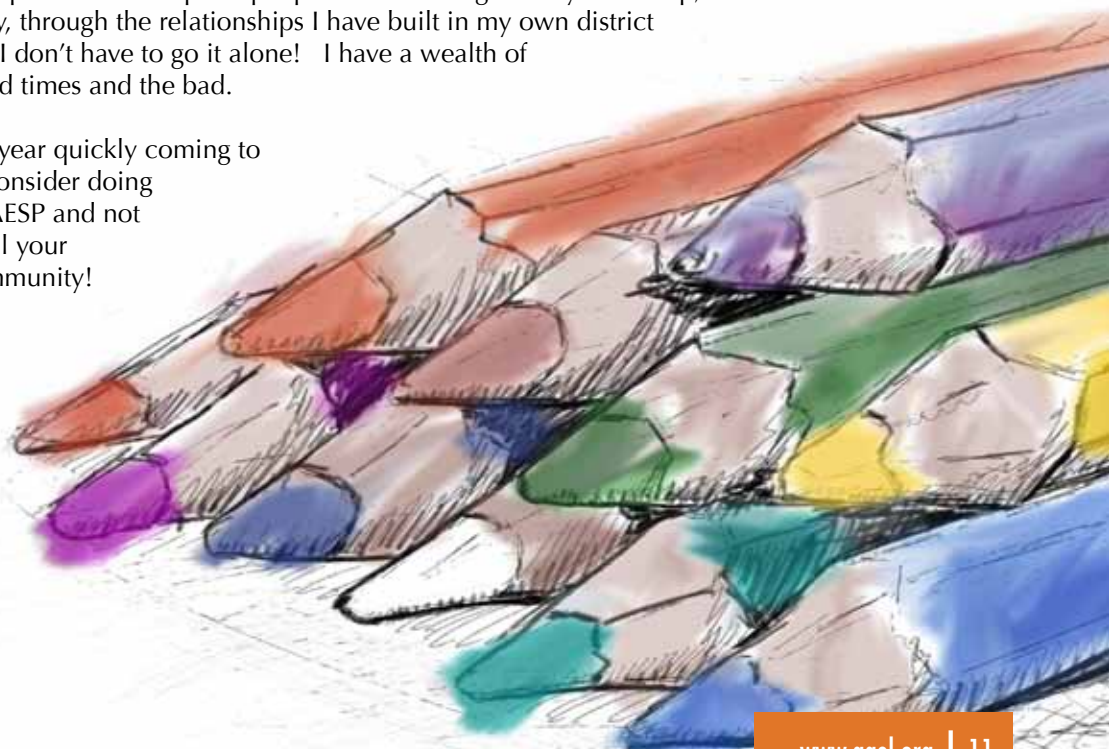
Excitement. It is exciting to attend Summer GAEL, the fall conference, and Winter GAEL to get up-to-date information regarding legislative issues, to hear outstanding keynote speakers, to get rejuvenated and reinvigorated, and to share ideas with fellow principals who are facing the same challenges.

Students. As elementary administrators, we all have a common goal – student achievement. As we share ideas and give our input to our state leaders, bottom line, we have the best interest of our students in mind. I am proud to be a part of an organization that is driven to "put the needs of students first."

Professional Relationships. I have been a member of GAESP for going on 10 years. I treasure the professional relationships that I have made all over the state of GA. My support group of fellow principals has increased greatly over the years. I have heard people refer to the principal position as being "lonely at the top," but no one can do it alone. Thankfully, through the relationships I have built in my own district and across GA through GAESP, I don't have to go it alone! I have a wealth of colleagues to rely on in the good times and the bad.

With the first half of the school year quickly coming to a close, take time to seriously consider doing something for yourself. Join GAESP and not only will you benefit, but so will your students, staff, parents, and community!

—Cindy Flesher
GAESP President



National Green Week 2010 Notice:

Calling on all principals: Sign up now for National Green Week 2010 and be eligible for grants, awards and eco-kits! Green Education Foundation (GEF) has put together an unprecedented 2010 program (Feb. 1-5, 2010) which includes the largest school-based waste reduction event of all time and the largest youth gardening initiative to-date coupled with free environmental lessons and activities.

GEF is offering all educators the following incentives with enrollment:

- Raffles for free garden kits and IXG Green Packs!
- A booklet of garden coupons for every school that joins the Green Thumb Challenge along with eligibility for a \$1,000 Lowes grant!
- All schools that enroll in National Green Week 2010 will be eligible for a \$5,000 GEF grant!

Governor Perdue's office has proclaimed National Green Week 2010 and the Green Thumb Challenge as an official state event urging all educators throughout Georgia to participate. National Green Week 2010 is free and will provide your educators with environmental curriculum for green assignments, activities and projects that can be seamlessly integrated into science, math, language arts, and creative arts curricula. During this week alone, GEF is targeting more than two million students at over 4,000 schools to eliminate more than 500,000 pounds of waste! To enroll and learn how your school can participate, visit www.nationalgreenweek.com/

About Green Education Foundation:

The Green Education Foundation, a non-profit organization, provides educational resources that promote sustainable, impactful pro-green behaviors in children, families, and communities. To learn more, visit www.greeneducationfoundation.org/



Distinguished Principals



Distinguished



Mr. Joe Landerman
-Flippen Elementary, Henry County



Dr. Nancy Strawbridge
-Bay Creek Elementary, Walton County



Mr. Tony Childers
-Central Elementary, Carroll County



Mrs. Beverly Jackson
-Glen Haven Elementary, DeKalb County



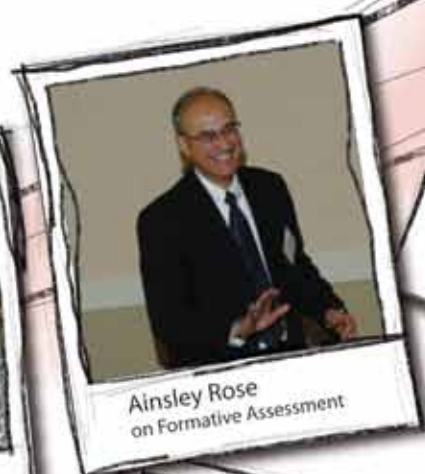
Cindy Flesher
GAESP President



Hal Beaver
GAESP Executive Director



Bron-Gayna Schmit
Guest Speaker



Ainsley Rose
on Formative Assessment



Dr. Rick Little
Patron Award
City Park Elem., Dalton City



Georgia Distinguished
Principals



Dr. Larry Johnson
Distinguished Service Award



Dr. Mark Crowe
Patron Award
Burnt Hickory Elem., Paulding County



Dr. Kiawana Kennedy
School Bell Award
Hood Avenue Prim., Fayette County



Dr. Chip Messer
Distinguished Service Award



Dr. Cynthia Hammond
Outstanding Assistant Principal
Houston County



Dr. Joe Landerman
Patron Award (on behalf of)
Don Evans, Crabapple Elem.



School Bell Award
Tadmire Elem., Hall County



Mr. Tracy Trussell
Awards Chairperson



Ms. Jodye Calloway
Patron Award
R. McNair Discovery Learning Academy



Dr. Jason Miller
School Bell Award
Twin Oaks Elem., Lee County



Ms. Angelia Garrett
School Bell Award
Westwood Elem., Dalton City



Ms. Julie Mashburn
GAESP District 1 President



Walden University
Proud sponsor of GAESP



Mentoring Minds
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Dr. Kim Halstead
School Bell Award
Tucker Elem., Houston County



GAESP
General Session
Formative Assessment to
Guide School Improvement
Ainsley Rose
Sponsored by
Solutions Tree and YIRCO

Ainsley Rose



Mr. Tom Wommack/PAGE
Patron Award and Outstanding
Patron Award



Dr. Wayne Ates



T.G. Scott Elem. Staff
Breakout session presenters



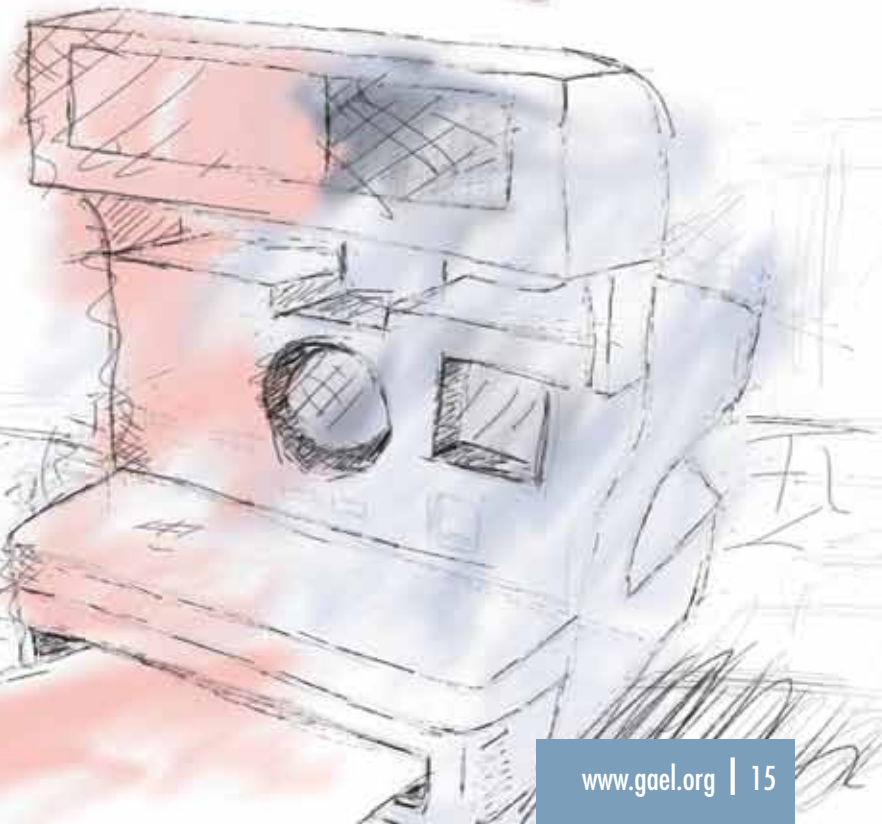
Flippen Elem. Staff
Breakout session presenters



Lois Landy, DOE



Mr. "Spud" Bowen
Herff-Jones - presents Pres.
Flesher with a President's ring





Federal Relations Report

Jeanie Miller, GAESP Federal Relations Coordinator

Principals play a crucial role in creating and maintaining schools of excellence. As the GAESP Federal Relations Coordinator, I visit with our U.S. Congressmen twice each year. During the visits and throughout the year, I ask our Congressmen to provide a strong investment in education and to support principals in their work to promote equity and to increase student achievement.

I, along with approximately 400 principals from across our nation, visit the majority of the U.S. Congressmen. Having 400 principals converge on Congress and speak in a unified voice delivers a powerful message to legislators about the role of principals and the needs for America's educators and students. The message taken to the Hill during the last visit:

Principal Leadership: Focusing on Instruction and the Whole Child

High-quality professional development for principals is a critical element ensuring successful student learning and increased academic achievement. Research from the Wallace Foundation has found that the school principal is second only to instruction in raising student achievement.

- **NAESP and NASSP call on Congress to provide principals access to quality professional development that addresses instructional leadership, family and community engagement, cultural competency, literacy education, and the effective use of data to inform instruction.**

- **NAESP and NASSP strongly support President Obama's call for increasing the School Leadership Program by \$10 million in his FY 10 budget. As reauthorization of the ESEA approaches, principals call on Congress to make common sense and much-needed changes to some of the basic tenets of the underlying law:**
- **allow the use of multiple assessments and growth on formative assessments to be used in gauging the whole school success;**
- **allow English language learners to develop English proficiency before their test scores count to student or school success;**
- **allow students with disabilities to be assessed on the grade level recommended by the IEP team using assessments selected by that team; and,**
- **allow the national graduation rate to be extended to within five years of entering high school, and allow for students with disabilities who complete high school before age 21 to be counted as a graduate.**

NAESP regularly corresponds with the U.S. Department of Education and our U.S. Congressmen expressing its view on current or future legislation. NAESP regularly copies these letters/correspondences via emails to members and postings on the NAESP website. They also send emails to members alerting them of proposed legislation pertaining to education. I encourage you to express your views to your U.S. Congressmen. Remember, they represent you. The legislation they pass affects our students, our teachers and you as the leader of your school. Become involved and express your views!!!

Words to the Wise: Using Learning Styles to Reinforce Math Vocabulary

Marian Rainwater, M.Ed. & Karen White, M.Ed.

What can teachers do to promote mastery and retention of essential mathematics vocabulary? Research shows that students need frequent, meaningful encounters with content vocabulary for these words to become part of a student's personal vocabulary. Although maintaining an individual glossary of mathematics terms is a good strategy, simply writing a word and its definition is not sufficient for mastery. A variety of strategies and activities are necessary to teach, reinforce, and review vocabulary. Effective instructional practice considers student learning styles when planning activities for teaching mathematics vocabulary. Classroom activities should address the three predominant learning styles: visual, auditory, and tactile/kinesthetic. While students benefit from instruction in their predominant learning style, exposure to other modalities strengthens overall learning.

Visual learners acquire information through sight. Examples of visual vocabulary activities include:

- Drawing or showing pictures of vocabulary words
- Using charts, maps, and graphs to develop vocabulary concepts
- Compiling a scrapbook of geometry terms in the everyday world using pictures and photographs from books, magazines, and electronic sources
- Completing graphic organizers to clarify and extend vocabulary
- Participating in math word wall activities

Auditory learners acquire information through listening. Examples of auditory vocabulary activities include:

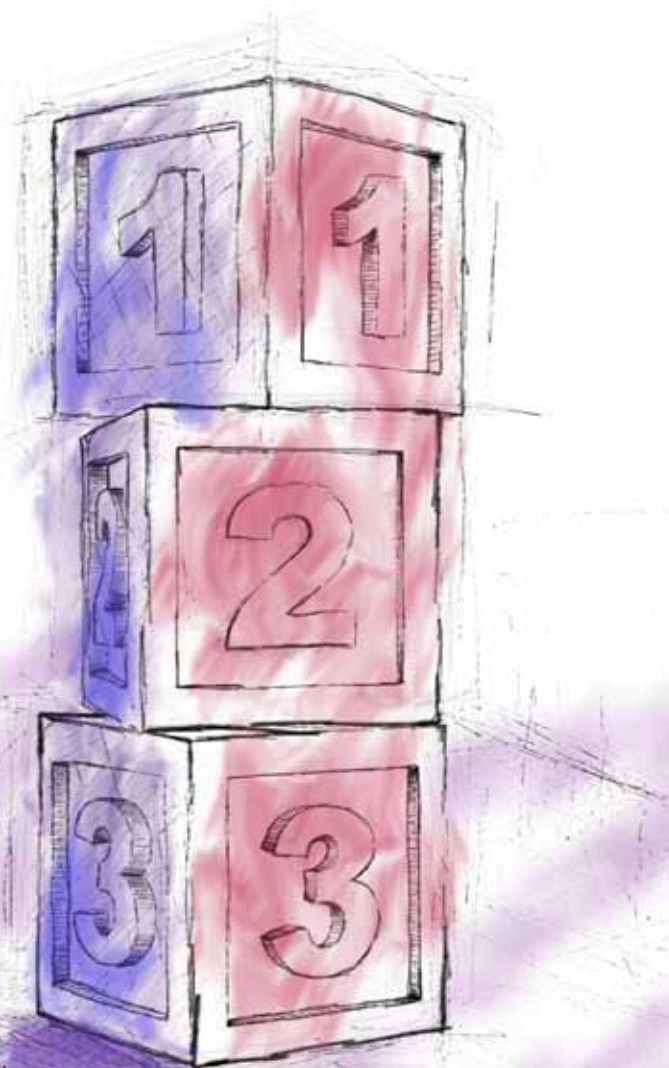
- Reciting math poems and raps that emphasize word meaning
- Singing songs that promote concept development
- Explaining aloud, using appropriate content vocabulary, how to solve a computation problem
- Discussing possible solution strategies to a non-routine problem
- Brainstorming critical attributes of a vocabulary word

Tactile/kinesthetic learners acquire information through touch and movement. Examples of tactile/kinesthetic activities include:

- Using hand motions or gestures to show vocabulary words
- Playing "Simon Says." Students use their arms to show math terms such as right angle, obtuse angle, acute angle, line, ray, and line segment.
- Having students use their hands to show the approximate length of Customary or Metric units
- Constructing models of vocabulary words or concepts (e.g., geometric figures with clay, toothpicks, chenille sticks, or straws)
- Using base ten models to build a three-digit number or model the action in a subtraction problem

Students who build proficiency in mathematics vocabulary possess the essential knowledge and skills to achieve success in mathematics. It is incumbent upon teachers, then, to ensure that daily mathematics instruction includes activities to strengthen this solid foundation.

With a wealth of knowledge and experience in the field of education, Marian and Karen are product developers at Mentoring Minds. As a proud partner of GAESP, Mentoring Minds has a plethora of educational resources. To learn more, visit mentoringminds.com or call 800-585-5258.



erutnevda yralubacoV...

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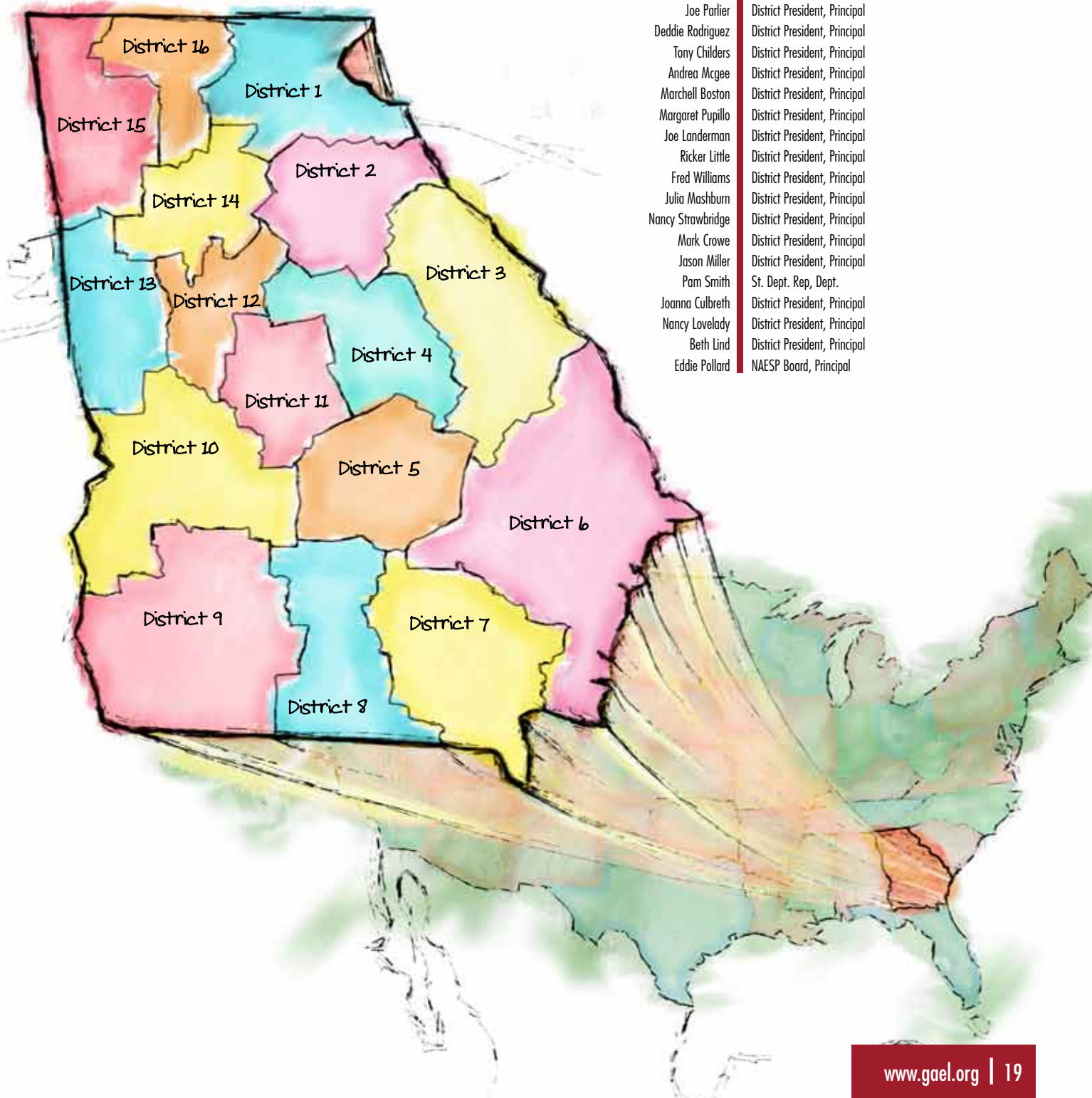
- Help students read and comprehend complex vocabulary words
- Extend and deepen student understanding of words
- Reinforce vocabulary recognition and concepts



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