This principal is at the door every morning to meet newcomers, introduce and shake hands. This principal knows students by name – all 600 of them and talks to them at their level. Teachers report that our NDP respects staff as professionals, is OK with baby steps as long as those steps are moving forward, and has done a good job of being a guide to staff and teachers.

This principal is described as being supportive, receptive to new ideas and a good listener. “Trailblazer” is a word to describe our NDP, as well as mentor with time spent to share and problem solve. A fellow principal stated that the greatest contribution of this principal has been the capacity to build leaders. There are people in the principalship because of the seeds that our NDP has planted.

This principal is described as a humble, kind person, and a lead learner in the district. One staff member of this principal’s school remarked with tears in her eyes, “You’d be lucky to work for this principal and it has been the best one I have worked with because of the relationship building. We are cared about as “individuals” and thanked frequently for our efforts. The dedication this principal has to education is visible to all who enter the school and the entire learning community values that leadership in promoting academic, behavioral, emotional, and physical success.

NDP 2015  Lynn Wolf- Bismarck

The culture in the 2015 NDP’s school is driven by a leader of high integrity and ethical behavior. This principal is involved in every aspect of the academic and behavioral programs in the school. A commitment to excellence is clearly evident through programs such as Reading Core and the support of a resource teacher in the building to serve students that are recognized as gifted. There are also programs to support the reading and math which have been initiated by this principal.

Our NDP is adored and respected by the students and staff. The overwhelming theme to describe this principal is “relationship builder”. Multitudes of greetings and embracing by the little people in the hallways are present. In fact, this principal was recently invited to a student’s sleepover! This is a testament to the connection to the people who really matter -- the kids.

Our NDP attends all meetings and events and is described as an “engaged” principal. A number of family friendly events such as Fitness Night where families met at the skating rink, with staff serving hot chocolate, Bingo for Books night, Reading Night, Art Fair/Ice Cream Social, and a Tailgate party in the fall for the open house are provided for families. This principal has empowered the parents to plan and be in charge of activities . . . essentially building parent leaders.
In the words of his nominator, **Mr. Chris Bastian** is an amazing principal! Central Cass is a school that is committed to excellence, which is evident through programs that Mr. Bastian has created, assisted, or supported including:

**Central Cass is a very community-oriented school.** Mr. Bastian hosts Family Movie Nights where families with their children of all ages can come in and enjoy a free movie together! Mr. Bastian also leads an All Pro Dads group that meets Saturday’s for father-figures and their children. If a person were to look into a school calendar, they would see that the school is a revolving door for parents and local organizations. Whether it is 4-H, Booster Clubs, PTA, or any community organization, you can tell their presence is always welcome!

When walking through the halls of Central Cass Elementary, you will inevitably smile. This is because you can feel the calmness and see the learning taking place all around you. The halls are lined with student artwork that show purpose and demonstrate an understanding of skills.

**NDAESP Regional Principal of the Year**

**Bradley Foss- Lynn Wolf - Chris Bastian**

**Bradley Foss** is currently in his 30th year of education. Seven years ago when he began the principalship, he never would have thought that the enormous task of dealing with an influx of students would be a challenge that he and his staff would have to face. Watford City Elementary has grown from a school of 354 in Grades K-6 to a school of 804 grades K-6. Over 40% of their students are considered to be homeless as defined by the McKinney-Vento Act and they have students from 49 states and 20 countries represented in their school.

Bradley has helped Watford City community to be active with the school. Many businesses, church groups, and civic organizations are constantly asking what they can do for the school. There is also an active PTO that runs book fairs and field trips. The PTO seems to be always at beck and call when volunteers are needed.

**Lynn Wolf** is committed to excellence both in student achievement and in social and emotional growth in students. Since the opening of Sunrise Elementary School in 2010, many school programs have been instituted under Lynn’s leadership to support this level of commitment. The school has grown to over 600 students since it’s opening in the fall of 2010 and programs to meet the students’ needs academically, social, emotionally, and physically have been implemented in a short amount of time.

Lynn has had many opportunities in building parent relationships throughout the years, none that stand out more than his recent success of opening up a large elementary school in the city of Bismarck. Lynn sought out parents and started to build a dedicated PTO group for his new school, prior to the school even opening. After five years in operation, he has strong numbers in his PTO group that support various projects and programs in his school.
Kimberly Krogfoss-Devils Lake

On top of the countless duties of the elementary principalship, curriculum directorship, and assessment coordinator, Kim is currently leading district staff and administration in the re-organization of the elementary schools to transition her school, Minnie H, to a Kindergarten Center. The difficult change process will result in increased teacher collaboration, improved intervention services, and a more productive balancing of community demographics between the elementary schools.

NDAESP Golden Apple Award Recipients
Kimberly Krogfoss, Jerry Hanson, Tracey Lawson
Denise Soehren (not pictured)

Jerry Hanson- Fargo

Jerry is a great communicator. He has implemented many productive methods to help his school family remain connected. He has implemented online sign up for parent teacher conferences and other school activities. This helps his patrons remain connected and active in the school setting. He is to be commended for this effort. Jerry is a team player, a reflective practitioner and truly a good person. The Fargo Public Schools is fortunate to have Jerry as a member of their team!

Tracey Lawson- Minot

Tracey has been principal at Longfellow Elementary school for seven years. She provided strong leadership as principal during the 2011 flood. She assisted with the cleaning, moving, organizing, and set up of the temporary school site for the 2011-2012 school year. She focused on building a strong school community to support students and staff. She coordinated with area business to provide the occasional hot meal during the months of sack lunches when there was no school lunch room. Her leadership provided families and students of Longfellow with a successful school year.
Denise Soehren- Medora/Belfield

Denise Soehren is a principal of two PreK – 8 schools in North Dakota with almost 20 miles between the two schools. Not only is she the principal of the two schools, but she also does many duties that a superintendent would do for a district. She has worked tirelessly to develop a highly educational program in both schools with very few staff and the constant need to find staff for “hard to fill” positions such as special education and music. Between going between the two schools each day, Denise has found time to write grants for technology and playground equipment.

NDAESP Service To Children Award Recipients

LaDean Hettich-Zealand, Scott Johnson- Fargo, Mike Fogarty-Minot
George Whalen-Grand Forks, Tricia Erickson-Fargo
(Not Pictured)
Betty Hanson-West Fargo

*More information on the STC recipients will be included in the May Publication
Terry Kuester
Liberty Elementary School, Bismarck

Terry Kuester has shown high commitment to improving education in her district and state. Terry recently opened a brand new elementary school that was filled to capacity before the front doors opened. While managing a challenging construction process, Terry worked with the district and community to build a positive and safe school environment in a temporary location until the new school was ready to open. Prior to the doors being opened, Terry worked to envision a 21st century education experience for all students. One of the newest spaces she designed in her school was a student break room or sensory lab, which houses sensory equipment for all students to use. She is passionate about intentional and effective instruction that leads to high student achievement, but she focuses even stronger on the whole child.

NDAESP Bell Ringer Award Recipients

Terry Kuester- Bismarck, Tyler Hanson-Bismarck, Jason Hornbacher-Bismarck, Jim Jeske-Bismarck, Shelly Swanson-Bismarck
Nancy Docktor-Velva, Derek Gackle-East Fairview, Jana Carson-Walhalla, Shari Bilden- Northwood
(Not Pictured)
Byron Engberg-Fort Totten, Jason Cresap-Fargo

Tyler Hanson
Jeanette Myhre Elementary School, Bismarck

Tyler Hanson has accomplished a great deal in the two years that he has served as principal at Jeanette Myhre Elementary School in Bismarck. He has helped to make paradigm shifts within staff to provide the best systems possible for academic support and success for students. He has challenged staff to search within themselves to find the solutions for increasing students’ success, provide student safety, and build a cohesive atmosphere where staff, students and parents share collaboratively for increased student success. With the School Improvement Grant this year, Tyler purchased LEGO kits and other materials to support STE(A)M activities within the school. Staff and students have been excited about the opportunities for increasing hands-on activities through this initiative. Tyler has built an environment where all can be the “best they can be.” He has empowered staff, which in turn, has empowered students to do their best every day.
Jason Hornbacher
Dorothy Moses Elementary School, Bismarck

Jason Hornbacher became the principal of Dorothy Moses Elementary two short years ago after having to go through the closure of Riverside Elementary School in Bismarck. With the reorganization of schools, students, and staff, he has faced challenges AND opportunities, but his staff is proud of the school that has been created and how systems have been implemented that support students’ academic, social, and emotional learning. Jason has taken the RTI process to a new level by providing teachers with the structure and supports necessary to provide core reading and math interventions to all students at all ability levels. He has also implemented a building-wide system, which teaches and reinforces positive behavior.

Jim Jeske
Pioneer Elementary School, Bismarck

Jim Jeske has been at Pioneer Elementary School in Bismarck for only one year, but in that short time, building a positive school climate has been a focus for the school community. He formed a Behavior Committee at the beginning of the year to create school-wide expectations for all settings. They have a motto: "Paw"sitively Respectful, Responsible, and most definitely Safe, which is shared every morning during announcements. School-wide expectation videos have been developed along with a universal sign to get students’ attention to “turn off their voice” which is called “Pawtime.” Social emotional skills have been “taught” through a new curriculum called Second Step, which was purchased with funds acquired by Jim. Another aspect of the positive school climate has been the creation of the Fit-it Plans and Bottom Lines. A system has also been implemented to recognize whole classrooms and individual students who are following the school-wide been placed to build positive school climate.

Shelly Swanson
Lincoln Elementary School, Bismarck

Shelly Swanson has provided educational and visionary leadership to the new Lincoln Elementary School in Lincoln, North Dakota, beginning with the construction phase. While she completed her year as principal of Saxvik Elementary School in Bismarck. With Lincoln not scheduled to open until January 2014, the district placed each grade level, at a different school within Bismarck. Shelly embraced this challenge by making her car her new “mobile office.” She spent countless hours and multiple miles in her new office, from August through December, getting to know and working with students, families and staff to ensure that everyone was working towards a common Lincoln school vision. On January 2nd, 2014, 350+ students in grades K-4 received a mighty fine Christmas present as they entered their new school.

Derek Gackle
East Fairview School, Fairview, Montana

In the small K-8 East Fairview School, Derek is not only the elementary principal, but also the Superintendent. Not only does he carry all of the administrative duties, but he is also leading his district through a change to a 4-day school week. East Fairview Elementary sends their students to Fairview, MT for High School. They recently made a change to a 4-day school week, so to be consistent with the high school; Derek has led the change for his district. Because of his ability to provide information in an effective manner to district patrons, they have embraced the 4-day school week and it has been successful thus far. Derek is also leading his school through a PBIS program called Safe and Civil Schools. With this program he and his staff are working to create and maintain an orderly and purposeful learning environment.
Nancy Dockter  
Velva Elementary School, Velva

Nancy Dockter has worked diligently to move her staff forward with the Response to Intervention Model. They are now using data to drive instruction and she continues to provide professional development with her growing staff. Nancy has reached out to her colleagues in neighboring schools. She provides leadership by example, always has a listening ear, and never rushes into making decisions that affect students. She strives each day to be the best she can be and be a positive model to all she encounters.

Jana Carson  
North Border-Walhalla Elementary School, Walhalla

Jana Carlson has “grown” the North Border Elementary School in Walhalla in a very short time serving as the principal - three years to be exact. She has lead professional development at the school and the staff has just completed a book study “Teach like a Pirate”. She is encouraging teachers to “get their pirate on.” To assist this, she is providing support in their work by finding ways in the schedule to give the teachers more planning time, adapting to student needs and encouraging growth of the new and more experienced teachers alike. She has a great rapport with the students and staff.

The staff has gone from having few expectations to having to think about what they are teaching, why they are teaching it and how they are going to present it. Test scores have increased tremendously due to Jana’s efforts.

Using her line, she “works her tail off” to make success achievable for students and staff alike.

Shari Bilden  
Northwood Elementary School, Northwood

Shari Bilden has made many positive contributions to the field of education. She is the current Region IV representative and has been a vital leader in her school and region. She exhibits positive role model characteristics for her fellow principal peers. She is involved in numerous professional development opportunities intended to enhance her own performance as an educational leader. She is highly respected and well-like by teachers, students and the community. She has implemented new teacher supervision and evaluation practices that are effective and meaningful. She is admired as a leader, especially after what she had to do after the 2007 tornado wiped out the school and they had to use portable classrooms in a nearby town for two years until a new school was built. She has shown perseverance and dedication through challenges, remaining a positive and effective leader, and continuing to challenge herself as a learner.

Byron Engberg  
Tate Topa Middle School, Fort Totten

Byron Engberg has made many contributions in the short time he has been the Middle School Assistant Principal at Tate Topa. His positive attitude and exemplary work ethic have not only made an impact on his colleagues at the school, but the students as well. He does a tremendous job of using positive reinforcement to motivate students to do well. He is fair in his actions and effectively communicates with staff. He remains a constant observer, reflector and classroom manager when assisting teachers. He also contributes to the many extracurricular activities that educators partake in after school hours. He is working hard to help students and teachers be successful and to build a positive reputation for his school community.
The winds of March continue to blow and seem to hasten the 2014-15 school year! How quickly the days seem to fly by. I know that you are all very busy and probably trying to tie up teacher evaluations. While both measurement and development are important aspects of teacher evaluation, it seems as though the design of our current evaluation systems appear to emphasize teacher development much more effectively.

I have just returned home from a trip to the National NAESP Leader’s Conference in Washington, D.C. Each experience such as this, has strengthened my commitment to the profession! To be a part of a national organization where everyone speaks to our country’s most valuable asset – children – instills such a feeling of pride. Furthermore, traveling with state colleagues (especially ones who treat you so graciously) are times that will remain in your memories forever! I urge each and every one of you to become involved in a way that you may share a similar experience.

We believe that North Dakota values are alive within our congressional delegation in Washington, D.C., and that they truly care about the education of our children and listen intently to our concerns. We can only continue to hope that our government realizes the importance of education in our country and reauthorizes ESEA soon!

I’d like to take a step back to Mid-Winter Conference and thank each one of you that was in attendance. What a terrific conference that was! To the group that planned and worked so diligently on making it a success, I thank you from the bottom of my heart. I love that each Mid-Winter Conference has its own “flavor” or theme, and I look forward to the upcoming conferences in which various regions will provide that variety!

Since Mid-Winter, there have been two very important elections held. On the state level, we had a tremendous number of voters and I congratulate Anna Sell on becoming our new Vice President and Susan Atkinson on becoming our new Secretary/Treasurer. I know both of these women will do an outstanding job in their roles!

There is an election going on currently in which Dave Steckler, our current State Representative, is running for Zone 7 Director. Dave has passionately served NDAESP for many years, and it would be an honor to have him represent our state and have the ability to influence decisions at the national level.

Should Dave be elected to that position, NDAESP will be looking for someone to replace him for the remainder of his term as State Representative. (July 1st, 2016) I have been gathering some names of interested individuals, however if this is something you may be interested in, please feel free to contact me via e-mail – audrey.faul@k12.nd.us.

So here’s to a fabulous spring! I hope the remainder of the year is fulfilling and successful. I have learned so much since I became part of the executive board, and I want to thank each and every one of the board members for their assistance, support and friendship!
NAESP National Convention

The NAESP National Convention is set for June 30-July 2, 2015, in Long Beach, California. Registration is available on the NAESP website. Here is the link to register: http://www.naesp-conference.org/

The Community Service Day project and Denim and Dancing Fundraiser will take place on Monday, June 29.

The Zone 7 Booth is currently being planned by Nebraska. At this time, there is no information to report on. Please begin thinking about booth giveaways for door prizes. If you have items to donate, please contact me.

The Zone 7 Reception is scheduled for Wednesday, July 1, 2015 at Yard House located within walking distance from the convention center and conference hotels. The social will be sponsored by state organizations, along with Accent Furniture. More information will be sent our later in May and June.

The 2015 NAESP National Convention is scheduled to take place in Washington, DC.
The NAESP National Leadership Conference was held in Washington, DC February 22-24. The meeting serves as a training conference for state leaders and an opportunity for the leaders of our organization to meet with the congressional delegations on Capitol Hill. During our meetings with the ND delegation and the aides, we discussed several topics that are of particular interest to the principals across ND as well as principals from across the country.

One topic that was discussed was the mental health issues we as principals are seeing with the children in our schools. Stories were shared by our group in order to help the delegation understand how these issues impact the education of ND children. It was my feeling the members of the delegation and their aides had a better understanding of the difficulties our children face with the experiences they encounter.

Of course, the topic of ESEA reauthorization was a major part of our discussions. We received the impression that our delegation felt the reauthorization would come before the Congress in April. The activity around the reauthorization of ESEA continues to build with some surprising happenings. Both the Senate and House are working on separate bills to pass and then move to conference committee to agree on the provisions and pass in both houses of congress before the bill would be sent to the White House.

The House bill (H.R. 5, the Student Success Act, that was passed out of committee in the last session of Congress) and it was thought it would be easily passed, however, it was abruptly pulled by House Education and Workforce Safety chairman Kline last Friday. He did this after the question of passing the bill in the House arose with the new conservative members that have taken office since the fall elections. Senate Health, Education, Labor and Pensions Chair Alexander has been working with Sen Murray on a bipartisan bill a more “middle of the road” reauthorization of ESEA. We’ll have to watch and see.

One thing that did happen in the House during the discussions of H.R. 5 was a floor vote (before the bill was pulled) to the definition of a “school leader” as a principal inside the school building. This has been one issue NAESP has been pushing for in the legislation for quite some time and is considered to be a major victory!

Another interesting development coming out of Washington this past week was a letter from the Department of Education announcing the freezing of AYP for one year due to the new state assessments being given this spring. There is a letter on the DPI website that announces the flexibility at: http://www.dpi.state.nd.us/title1/guidance.shtm

I would like to thank the many principals from across the state the attended the Mid-Winter conference held in Bismarck early last month. It was a great time to network with our colleagues and learn from each other and the speakers on a variety of topics!

Have a good spring!
Greetings from your most appreciative State Editor. I say appreciative because I truly believe that I have been granted a unique and wonderful opportunity to serve as the State Editor. I just returned from the National Leaders Conference in Washington DC and consider myself fortunate to have that opportunity. Lynn Wolf (Federal Relations) Dave Steckler (State Rep) and Audrey Faul (NDAESP President) did an awesome job representing NDAESP. It is very moving to hear elementary principals speak with such passion about the children in their schools and how federal regulations (ESEA) affect them. Our congressional delegation are very open to and appear supportive of education and the role that we as principals play.

North Dakota has a growing influence at the national level. Dave Steckler is one of the State Reps that is a leading force at the national meetings. This is especially evident in our Zone. I want to take this opportunity to ask that all NDAESP members who are NAESP members, to vote for Dave in the current NAESP elections. (Ends March 12th) He is a candidate for Zone 7 Director and would be a STRONG voice for NDAESP as well as the rest of Zone 7 on the NAESP Board of Directors. Several emails have been sent explaining the steps to follow. Please feel free to contact me if you have any problems with that process and I will most certainly be able to help you.

Dave Wegner (Beach) and Tricia Erickson (Fargo) are completing their terms as NDCEL reps for NDAESP. (July 1) I wanted to take this time to thank them for their service to NDAESP. Both have gone through the chairs of the Executive Board and now are finishing 6 years of representing us on the NDCEL Board. Their leadership and guidance will be greatly missed. I have personally benefited greatly from their expertise and their friendship!

I would be remiss if I didn’t compliment the NDAESP members on a “Historic” turnout for our recent online voting for Vice-President and Secretary-Treasurer. There were 175 votes cast which is almost 70% of our members. (INCRECIBLE!!) An organization is strong when it’s members are active. NDAESP is STRONG! Another example is the number of people willing to run for an office. Thanks to all of them and my congratulations to Ana Sell and Susie Atkinson. They will make great board members!

I wish all of you a wonderful spring and look forward to publishing our May publication that will highlight the “Service To Children” award winners.
Early Learning Resource Roundup
What do principals need to know to lead a pre-K program? NAESP’s Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice outlines six key skills of strong early learning leaders. They include:

- Embrace the pre-K-3 early learning curriculum;
- Ensure developmentally appropriate teaching;
- Provide personalized learning environments;
- Use multiple measures of assessment to guide student growth;
- Build professional capacity across the learning community; and
- Make school a hub of learning for families.

Read more about the competencies [here](#).

To hone these early learning leadership skills, panelists say these resources are tops:

- [Blueprint for Early Literacy](#), curriculum developed by the Children’s Literacy Initiative
- [Developing Minds](#), brain-based learning programs developed by Marcia Tate
- CGI: Cognitively Guided Instruction (available through multiple sources)
- [Conscious Discipline](#) training
- [Daily 5 and CAFÉ](#), developed by Gail Boushey and Joan Moser
- [Reading Recovery](#) training program

Discover more findings in the full [Rise and Shine brief](#).

—Dateline NAESP
Advocacy Update: ESEA Reauthorization Debate Heats Up

Congressional leaders and their staffs are working at a furious pace to reauthorize the Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), during the beginning of 2015. The process began early in January in the Senate with the release of a “discussion draft” bill by the Chairman of the Health, Education, Labor and Pensions (HELP) Committee, Lamar Alexander (R-TN). The bill was used to focus debate during the HELP Fixing No Child Left Behind: Testing and Accountability hearing that occurred this week—the first in a series of three that will be held over the coming weeks.

The fast-paced committee process is setting up a much larger debate and amendment process on the Senate floor this spring, and the House is gearing up to pass its bill as well. Chairman John Kline (R-MN) of the House Education and the Workforce Committee is expected to bring up and reintroduce H.R. 5, the “Student Success Act,” which passed the House in the last session of Congress. NAESP did not support H.R. 5; read NAESP’s comments on the bill here.

The Issues

This week’s Senate hearing provided a glimpse into the issues that members of Congress are grappling with in regards to reducing testing in schools, even while maintaining strong accountability at the state level. Several witnesses provided testimony on both sides of the issue and engaged with the committee members as they consider potential options for legislation. Committee proceedings and witness testimony can be found here.

At issue are federal testing requirements and whether the law should shift to “grade-span” testing—as opposed to annual testing—to alleviate the burden on states and schools. Current law under NCLB requires annual assessments of students in grades 3-5 and once in high school in English language arts and mathematics, which amounts to 17 annual assessments over the course of a K-12 schooling experience. On the other hand, grade-span testing would shift the schedule to testing students only once during the grade spans of 3-5 and 6-8, and once in high school. Here is the bill outlining this proposal.

Many lawmakers—including the HELP Committee Ranking Member, Sen. Patty Murray (D-WA), civil rights and disability advocates, as well as U.S. Secretary of Education Arne Duncan—cite significant concerns with shifting to grade-span testing because it would undercut existing equity efforts to hold states accountable for educating our nation’s disadvantaged students. Sen. Murray explained in her opening remarks, “Assessments help parents and communities hold schools accountable … if a school is failing
Advocacy Update: ESEA Reauthorization Debate Heats Up (Continued)

The Principal’s Voice

NAESP recently issued a survey on assessments to gather principal’s perspectives to inform our advocacy and policy recommendations. So far, it is clear that principals have major concerns with over-testing and the punitive accountability system. Many principals also believe that there is room for annual assessments as long as they inform teaching and learning to measure student growth and are not tied to high stakes.

As we analyze the potential impact of grade-span and annual assessments, there is no question that the federal accountability system needs to be overhauled as it is overly punitive and dysfunctional. NAESP is pleased that congressional leaders have set an ambitious timeline for action to review troublesome areas and renew the law, and the Association hopes that the discussion draft bill provides a start to shifting federal policies to better support students in our nation’s public education system.

Please provide your comments on testing and accountability by completing this survey. As the nation’s leading advocate for elementary and middle-level principals, we will include your perspective in our advocacy on Capitol Hill to influence the direction of the largest federal education law.

—Kelly D. Pollitt is Associate Executive Director for Policy, Public Affairs, and Special Projects at NAESP.
NAESP Calls on New Congress to Support Principals

Citing the fact that “a great teacher gets results in a classroom, but only a principal can lead a school to success,” NAESP Executive Director Gail Connelly sent a strongly worded message to members of Congress on January 8 urging for the reauthorization of the Elementary and Secondary Education Act (ESEA):

“Principals respectfully request that Congress work to refocus the law to help put in place state and local education systems that will provide robust, meaningful accountability ... The law is in dire need of this redirection to provide high-quality educational opportunities and improved outcomes for all students.”

The letters were addressed to Sen. Lamar Alexander, newly elected Chairman of the Senate Health, Education, Labor and Pensions Committee, ranking committee member Sen. Patty Murray, as well as members of the House Education and Workforce Committee members. The letters were also signed by Diann Woodard of the American Federation of School Administrators and JoAnn Bartoletti of the National Association of Secondary School Principals.

School principals who work long hours for modest pay are heavily invested in seeing their students succeed. But they are also in need of help. The letter to Congress stressed the need to set aside specific funds for professional development for principals—as opposed to lumping professional development funds for principals in with teachers’— and suggest Congress lay out a different plan for principal evaluation than the systems states are putting in place as part of their NCLB waivers.

The letters also make recommendations on broader issues: The groups say they oppose any vouchers or tuition tax credits and stress that teachers and principals need new and better technology in schools. NAESP opposes any vouchers or tuition tax credits and believes that teachers and principals need new and better technology in schools.

The message to Congress was also featured in a POLITICO Pro post, which noted that the letter urges lawmakers to focus more on school leadership as it looks to rewrite the law.

POLITICO Pro also reported that U.S. Secretary of Education Arne Duncan will call for repealing and replacing NCLB, joining Republicans in Congress in pushing what could be the most significant rewrite of federal education law in 14 years.

—Dateline NAESP

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