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

SERVICE TO CHILDREN AWARD

For our last publication of the year we are again paying tribute to those that are retiring from the elementary principalship. I am in awe when I read the bio information for this years Service To Children Award winners. This publication is dedicated to those that have given so very much to the students, staff and communities that they have served as well as NDAESP. The bar is set very high by this group of dedicated elementary principals. NDAESP will miss their leadership and expertise. We wish you all the very best as you move on to a different chapter of your lives. Please know that there is always a place for you with NDAESP!
Ladean graduated from Java High School in Java, South Dakota in 1969 and attended Northern State University to obtain his Bachelor of Science degree with a major in elementary education and a minor in physical education. He completed his Master’s Degree in Elementary Administration in 1989 from Northern State in Aberdeen.

His first teaching job was in 1973 in Bowdle Public School in Bowdle, SD as a 6th grade instructor. He spent seven years in Bowdle teaching in the elementary, junior high and coaching varsity girls basketball. In 1980, taught 6th and 7th grades in Rosholt Public School in Rosholt, SD teaching. He also coached varsity girls basketball all 7 years earning two trips to the state tournament and 7 trips to the regional tournaments.

In 1987, he was hired as the elementary principal and math teacher for grades 5 and 6 in Glenburn Public School in Glenburn ND. After 5 years, he moved to Eureka, SD and was employed at the Eureka Public School as elementary principal and 6th-7th-8th math instructor. After a year away from the field of education, he became the elementary principal at the North Sargent Public School system in Gwinner, ND. For the last 11 years he has served at Zeeland Public School as the elementary principal and homeroom teacher for 5th and 6th grade. Ladean retired early this school year after 40 years in education with 26 of those years as an elementary principal.

His time now is focused on raising limousine cattle and doing some grain farming at their farm east of Java, SD. He has also been busy subbing, just completing a long term sub position at Bowdle, SD.

His wife continues to teach first grade at Linton Public School in Linton, ND. They do not have any children, but they have two loyal cattle dogs - Oliver and Noah.

Ladean says that he does miss the everyday contacts with the children and plans to remain subbing as long as possible because he has thoroughly enjoyed his career in education!

We thank you, LaDean, for your many years in serving the children of our state. Congratulations and best of luck in retirement!
Betty Hanson grew up in Washburn, ND and was a proud graduate of Washburn High School. Go Cardinals!

She went on to the University of North Dakota and obtained her undergraduate degree in Elementary Education. She later earned a Master’s Degree in Reading from Moorhead State University and an Administrative Credential from Tri-College.

She began her 40 year educational “tour of duty” teaching grade 3 in the little town of Chaffee, ND. She also taught in Page, ND before coming to West Fargo. After teaching a total of 15 years, she became the coordinator for reading and Title I in West Fargo, which she served in that role for 13 years. She then was the coordinator of Elementary Technology and became the first coordinator of ELL in the West Fargo School District.

Betty is completing her 12th year as a principal of the Clayton A. Lodoen Kindergarten Center. With over 400 five and six year olds, it is a wonder why she is retiring after that many years. She is credited with implementing the first full day kindergarten program in the district. She also adds to her accomplishments the Reading Recovery Initiative and the first coordination of ELL programming for students in West Fargo.

Betty has been married to her husband, Greg, for 41 years. They have an adult son, Nicholas. Betty and Greg have made the retirement decision together as both of them will be retiring from their long-time positions at end of June.

When asked what she was planning to do in retirement, Betty responded that she will continue to spend time at their lake home on Spirit Lake in Minnesota. She just won’t have to pack up and come home on Sunday evenings anymore. She also plans to become a “snow bird” and winter in a warm environment. She and Greg have made some trips to places all over the world, and so with their love of traveling, they plan to continue on with journeys to far-away interesting places.

Betty summed up this chapter in her life with, “It’s been a good ride. I have always loved what I do, and it is hard to imagine life without it. I have had a few “cries” over this decision, but I am definitely looking forward to retirement!”
George grew up in a family of seven in Grand Forks. He attended St. Michaels Grade School in Grand Forks and graduated from St. James High School in 1969. He did confess that this was the final year of St. James High School. Hmmm? What did you do in your senior year, George?

Now George did stray a bit further from home than Scott – he attended NDSU on a football scholarship and played for the Bison. His wife, Suzie, was a UND Hockey Cheerleader and this couple became one of the first to integrate these two programs! That cute little cheerleader must be what brought him back to UND to obtain his degrees in Elementary Education and Physical Education. He also completed his Master’s Degree and Specialist Degree at UND.

In 1973 he became the first “lay” teaching principal at St. Michael’s School in Grand Forks. “HE” was the shift from the Sisters of St. Joseph who had run the school for years. He did such a good job there; Holy Family brought him into their “flock” as the elementary principal. He then moved to the public school system in Grand Forks, serving at four elementary schools in his tenure: Belmont, Phoenix, Lake Agassiz, and lastly Viking.

When asked what he is most proud of during his career, George shared that he is proud of all the wonderful children who have become terrific adults and parents. He shared that many of the children he has had as students are now grown up and have children at his school. He hopes that his support and direction as they grew up helped to mold them into who they are today.

George and his wife, Suzi, have three children who now each have two children of their own. Listen to the ages of these grandchildren! The Whalen house is an active one on holidays I bet! Daughter Angela and Marcus have 2 girls – ages 1 and 2. Daughter Shelly and Andrew have 2 girls – ages 4 & 8. Son George and Katie have twin boys – age 2 – with both having the middle name of George! One proud grandpa there!

George and his wife will be moving to a new home on Lake Bemidji this summer. They plan to travel and continue watching his children be parents and watch their children grow. He wanted everyone to know that he is thankful for all of the colleagues he has met over the past 42 years. There were three rules that he always lived by:

Love your kids, Respect your parents, and Support your terrific staff.
As a child, Mike had the opportunity to see many different parts of the country as his dad was in the Air Force. When he was in 7th grade, he moved to the great state of North Dakota - to the great community of Minot. He received his undergraduate degree from Minot State University and his Master’s of Education from Tri-College. He taught 5th and 6th grade in Wing, ND his first year. After only one year of teaching, he was hired and served as the teacher and principal at Harrison Rural School in Minot for two years (this school no longer exists).

He then became the Elementary Principal in Stanley, ND. After three years, he was hired in Minot as an Elementary Principal, where he has served for the past 32 years.

When asked his accomplishments, Mike chose not to share awards, test scores, or the number of times his school made AYP because he said that wouldn’t reflect who he is or his life’s purpose. His real goal has been to try to impact others by using the unique gifts and talents he has been given to benefit those around me – as a thank-you to his creator who gave them to him. He encourages us to ask those around him, his friends, if he has accomplished anything worth noting – which I know they will share freely!

He is proud to share that he will be married to his “amazing” wife, Deb, for 39 years this coming July. She is a middle school secretary in Minot and they have three children, Ryan and his Emily, who live in Minot with their two children; Heather and her husband, Tim, who live in Chicago; and Shawn, who lives in Austin.

Mike calls “retirement” a peculiar word as many see these years as a time to relax, kick back, pop a cold can of…. Coke… and chill out. While to some it may mean leaving one’s job and ceasing to work, he guarantees us that he will not be ceasing to work, but to continue learning. He has a strong desire to learn new programming languages such as: Java, Swift, and PHP. He has been considering attending the United Bicycle Institute to gain the ability to build bicycle frames, repair modern dual suspension bicycles, and operate a bicycle store. He also wants to spend more time writing, enjoying the outdoors hiking, bicycling, and cross country skiing.

He plans to enjoy his other interests more and seek options for work that is available at this time and in this place. One final word - He does plan to NOT respond to anyone who asks him a question or gives him a directive that starts with the phrase, “Now that you’re retired, can you…..?”
Scott Johnson
Lewis & Clark Elementary School
Grand Forks

Scott is the proud high school graduate of Northwood High School! He didn’t ever stray too far from home as he continued his education at The University of North Dakota with a degree in Elementary Education. He also obtained his Master of Educational Administration from UND.

He began his teaching career at Lincoln Elementary School in Grand Forks as a sixth grade teacher for 12 years. He then taught sixth grade for one year at Phoenix Elementary before moving to Schroeder Middle School for one year. He became the Associate Principal at Schroeder, serving in that role for two years. Wilder Elementary was his “home” as a principal for the next three years and for the past ten years, he has been the principal of Lewis and Clark Elementary in Grand Forks. He and his wife, Janelle, have been married for 31 years and they have a son, Christopher, a daughter, Taylor, and an eight month old grandson, Jacob – okay, now we know why you are retiring!

Scott says that retirement will allow him to spend more time with his family, especially that grandson! He also plans to become a “snow bird” with Arizona as his winter home and North Dakota as his summer home. He enjoys golfing and fishing, which he will be doing – while the rest of us are in our school buildings during the fall, winter, and spring! He and his wife also love to travel, so we may see him on the cover of a travel magazine in the upcoming years.

We thank you, Scott, for your many years in serving the children of our state and specifically – Grand Forks!

Congratulations and good luck in retirement!
Tricia Erickson
Bennett Elementary School, Fargo

Tricia is actually a Minnesota girl, graduating from Ulen-Hitterdal High School, where her dad was a principal. He must have had quite a positive impact on his children as not only has Tricia followed in her dad’s footsteps, but two of her brothers are also principals. Tricia earned her undergraduate degree in Elementary Education from Concordia College in Moorhead and her Master’s Degree from Tri-College University.

Her entire career of 33 years has been with the Fargo Public Schools (6 schools in fact) – as a kindergarten teacher, a first grade teacher, a fourth grade teacher and a part-time assistant principal and classroom teacher. She has served as the elementary principal at Hawthorne Elementary for 3 years, Lewis & Clark Elementary for 15 years, and Bennett Elementary for 3 years – a total of 21 years as an elementary principal.

When asked her greatest accomplishment, Tricia shares that she “hopes” that she has made a world a better place for our children. She has always emphasized “what is best for the child” to guide her decisions, which has not always been the easiest path but certainly the one that has allowed many children to find success. She also hopes that she has been a support to teachers and principals, listening when she needed to and challenging when she should have.

Tricia and her husband Scot, have two children, Barrett soon to be 16 years old, and Jack, 13 years old. She says that Scot has been her best cheerleader and has made it possible for her to be a mom and a principal. She enjoys her busy life after school running to hockey rinks, baseball fields, volleyball games, and gymnastics shows. She and her family also enjoy their “down time” at the lake on the pontoon or riding the trails.

After retirement, Tricia says her plan is to find her “encore career,” not having any idea what that may be. She does look forward to more time with her family and friends – and not coming back to work in August.

Tricia shares this advice with her fellow colleagues: after attending midwinter conferences since 1992 and serving on the board for almost half of those years, the professional relationships and friendships that have been fostered through NDAESP have helped her grow as a principal and leader. She encourages everyone to be involved in the organization as you, your students and your staff will reap the rewards of the time you give back to the profession.
NDAESP President
Audrey Faul

“It’s All About the Kids”

My son recently asked me what the favorite part of my job was. Of course I laughed and said, “Anytime that I don’t have to be taking care of discipline!” Seriously, though, I must admit it was difficult to provide an “on the spot” answer. After all, there have been many changes in education and as you know, the schools are being asked to do more and more each year.

When I compare my job now to what it was when I first became a principal, it is apparent that the job has grown in many and varied ways. There are many more administrative tasks and much more documentation than I ever dreamed possible. However, after giving it more thought, I realized that the one thing that has always remained a constant is my care and concern for children.

So, in a nutshell, the best part of my job occurs when I am out and about in the building and not in my office or in meetings! The favorite part of my job is time spent with children and seeing what is happening in classrooms, hallways, and lunchroom.

It seemed so much easier to get away from my office in years gone by. So I have realized that I’ve allowed managerial “roadblocks” to get in my way of doing more of what I love best – interacting with kids and my staff!

As this year ends, it’s a great time to think about goals for the 2015-16 school year. The conversation with my son generated an idea for a major goal that I’d like to achieve in the coming year. That goal is to get out of my office and into the classrooms and hallways more. You see, I’ve determined that is what keeps me connected to what’s happening in the lives of my students and teachers. Although, I feel that I participate in all events, I want to be more visible throughout the day.

I suspect that maintaining this goal will keep me more reenergized so that each day is a great day, filled with student greetings, high fives, hugs, laughter and smiles. Seeing children who enjoy school, are helping other kids, teachers taking pride in their accomplishments, and visitors and parents saying nice things about our school is what I hope for.

Knowing the students (kids) and forming personal relationships with them is very important to me. Hands down, being with and around kids is the very best part of my day...every day!! It helps me remember why I’m doing what I’m doing!

I’m sure many of you can relate too much of what I’ve said, and may be staggering at the demands of our current leadership roles. We are a far cry from administrators of the past! So our daily challenge is in multitasking and being open to the new experiences and opportunities that each day provides. However, we must never forget...“It’s all about the kids!”

On a personal note, I will soon be relinquishing my presidential duties into the strong hands of Stacy Murschel. This experience has been such a highlight of my professional career and I hope that Stacy experiences the same!

Thank you to my executive board who became my loyal friends and supporters. I take such pride in the networking I’ve been able to do with so many of the fine elementary principals in North Dakota! It’s been a pleasure to serve NDAESP.
STATE REPRESENTATIVE REPORT

Membership Update / Recruitment
- Current NAESP Membership is 171

NAESP/Zone 7 News
- A conference call took place on Thursday, April 9, 2015.
  - Discussed what the summer attendance in Long Beach is at which is slightly behind Nashville.
  - According to Ernie, the numbers for the summer conference are marginally greater than the previous 5 spring conferences with one exception which was Seattle in 2012.
  - Zone 7 Reception discussion. Information has been sent to the board and NDAESP members. The information is also attached.
- NAESP Election results are out.
  - President Elect – Steven Geis
  - Vice President – Brian Partin
  - Zone 5 – Adam Drummond
  - Zone 7 – Dave Steckler
  - Zone 9 – Dwight Cooper
  - Director At Large, Minority – Kimbrele Lewis
    - Have not received the voting results, but will in a few weeks and will share.

2015 NAESP National Convention
- Convention Dates:
  - June 30 – July 2, 2015 – Long Beach, California
    - Community Service Day – Monday, June 29
    - Welcome Reception – Tuesday, June 30, from 8-10 p.m.

I would like to take this opportunity to thank you for allowing me to serve as your State Representative for the past 5 years. I have enjoyed my role and feel I have made a productive impact in this position. The past 13 years that I have served on the NDAESP Board have been a wonderful experience. I am looking forward to a new challenge at the national level as your Zone 7 Director. I wish all of you the best of luck in your future education and personal initiatives.
Kelly Pollitt, NAESP Associate Executive Director for Policy, shared this with me yesterday:

Last week, the Senate Health, Education, Labor and Pensions (HELP) Committee unanimously (22-0) approved a bill to reauthorize the Elementary and Secondary Education Act (ESEA), known as the “Every Child Achieves Act of 2015”, following three days of committee debate including consideration of 87 amendments. Chairman Lamar Alexander (R-TN) and Ranking Member Patty Murray (D-WA) and their staff have been negotiating key elements of the legislation and orchestrated a bipartisan, collaborative process that was almost universally praised by committee members.

Overall, principals support many provisions contained in the negotiated bill, which make significant improvements over current law, such as the elimination of AYP and the 100 percent proficiency requirements and the one-size-fits-all federal accountability system, and removal of the unworkable school turnaround models that are required under the School Improvement Grants (SIG) program regulations. Notably, the bill does not include a provision to transform Title I funding into a private school voucher through “portability”.

At this time, NAESP believes the bill is a step in the right direction for principals as it requires states and local educational agencies, or districts, to work with local stakeholders, including principals, to develop plans related to accountability, assessment systems and interventions; disaggregation of subgroup data and reporting; emphasis on differentiated state accountability systems and measures that go beyond student achievement as part of statewide accountability system as determined by the state; and important guidance to states and districts to utilize programs and strategies that have a strong evidence base. However, NAESP has concerns that the bill does not require states to base assessment and accountability systems on student growth to avoid an overreliance on standardized assessments. NAESP continues to meet with lawmakers to encourage changes to the bill that would not make this an option for states as failure to make student growth the cornerstone of assessment and accountability systems may exacerbate the current problems in schools related to states’ overreliance on high-stakes summative assessments.

The bill also contains a stronger focus on principals and school leadership than current law, and includes provisions contained in the School Principal Recruitment and Training Act, a bill that has been an advocacy priority for NAESP over the past several years.

The next phase of work will nonetheless be very challenging, particularly given the committee's decision to delay several difficult issues until the floor debate, such as Republican efforts to ensure Title I portability and Democratic desires to insert more prescriptive accountability requirements in Title I.

Over the next two weeks, committee staff will work with the legislative counsel's office to rewrite the bill to reflect the amendments made this week by the committee. They will also draft report language and prepare for up to two weeks of Senate floor debate, which will likely involve dozens of additional amendments. Chairman Alexander hopes to move the bill to the Senate floor quickly - possibly before the Memorial Day Recess - but several major issues are competing for floor time, including the FY 2016 budget process. After additional follow up meetings this week, NAESP confirmed that both Senators Alexander and Murray remain committed to continuing with a bipartisan process, but have signaled there is significant work ahead in order to bring the bill to a conference committee and ultimately produce a bill that the President would sign into law. While the Senate seems on track to pass out a bill that may yield bipartisan support, there is still considerable concern as to whether or not the conservative Republicans in the House would be able to pass a bipartisan bill or even complete work on H.R., the Student Success Act, was pulled from the House floor after it failed to garner the support needed to pass it through the chamber.

As the Senate bill advances and more is learned about the possible “end game” on ESEA reauthorization this year, NAESP will continue to be at the forefront of discussions to provide the principal’s perspective on key issues.
I am pleased to announce that Chris Bastian (Casselton) has been appointed the new NDAESP State Editor. The plan is for Chris and I to share the position for one year. He will go solo beginning July 1st of 2016. It has been my good fortune to have served as the State Editor for what will be 13 years. As I enter the home stretch of my administrative career it seemed only proper that someone else be afforded the wonderful opportunity that I have been given.

I know I am going to sound like a broken record but I really can’t emphasize enough the importance of being actively involved in NDAESP. I was so very encouraged by the number of folks that ran for an office this most recent election. You can also be involved through the use of the list-serve as well as offering to serve on ad-hoc committees. The more connections you have to your peers, the more connected you will be to resources that will help you through the many challenges that the position of elementary principal brings. (Notice any new challenges lately?)

I would be remiss if I didn’t applaud the efforts and the career of service that have lead Dave Steckler to be elected as our new NAESP Zone 7 Director. Thanks to the many NDAESP members that took the time to vote. It is a great honor to have someone from our state serving on the national board. Thanks to Dave for his continued passion to serve not only the children of his school but also the members of NDAESP and Zone 7.
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**Advocacy Update: Action on ESEA Reauthorization and 2016 Education Spending**

After nearly two months of work, final action on the Elementary and Secondary Education Act (ESEA) continues to elude education leaders on Capitol Hill. Senate and House education committee leaders met their commitment to make ESEA reauthorization their first priority for the 114th Congress, but long-standing battles over the law’s assessment and accountability provisions and disagreements about the appropriate federal role in K-12 education continue to pose significant hurdles for policymakers. The reauthorization process remains active, however, and NAESP expects significant additional action during the coming weeks, including consideration of a negotiated deal or bill that will be introduced by the Senate Health, Education, Labor and Pensions Committee (HELP) during the week of April 13.

**House of Representatives Pulls Bill... For Now**

Following two days of debate and consideration of over 30 amendments, House Leadership abruptly halted consideration of the Education and the Workforce Committee’s ESEA reauthorization bill (H.R. 5, Student Success Act) on February 27. House leaders pulled the measure from the House floor after determining that it did not have sufficient support within the Republican Caucus to pass. This development surprised many observers, given the body’s approval of a nearly identical measure in 2013. Conservatives withdrew their support from the bill after several outside groups expressed strong opposition to the committee’s approach, saying the bill did not sufficiently curb the federal role in K-12 education. House conservatives were also reportedly upset by the Rules Committee’s failure to allow consideration of an amendment that proposed to allow Title I funding to follow students to private schools (expanding on H.R. 5’s Title I funding portability to other public schools). Some conservative opposition to the bill might have been further fueled by unrelated tensions over the House Leadership’s handling of a Department of Homeland Security funding bill that proposed to withhold funding from President Obama’s recent immigration executive order.

(Continued next page)
Although the bill was pulled from consideration, a significant and key provision was adopted on the floor by voice vote. It defines a “school leader” as a principal inside the school building. This is a major victory for principals as NAESP continues to position the important role of principals and support for effective school leadership as renewal of the law is considered.

Education and the Workforce Committee Chairman Kline (R-MN) recently indicated that the bill may return to the House floor when the House returns from Spring Break recess after Easter. However, it is not clear that Kline has recruited the votes he will need to secure the bill’s passage. If consideration of the bill resumes, the House must vote on 10 remaining amendments—assuming they are not withdrawn by their sponsors—before turning to the measure’s final passage. The White House issued a formal veto threat to H.R. 5, and the bill would not be approved by the Senate in its present form, but observers see passage of the measure as an important step in the overall process.

**Senate Action**

Despite challenges in the House reauthorization process, ESEA negotiations remain ongoing and very much alive in the Senate between HELP Committee Chairman Lamar Alexander (R-TN) and Ranking Member Patty Murray (D-WA). Alexander and Murray are working to build bipartisan consensus on key policy issues before asking the full committee to consider the bill. Committee leaders initially hoped to present draft reauthorization legislation to the full committee for consideration in March, but “mark-up” (formal committee debate and votes) is now slated for the week of April 13. This temporary delay could impact Chairman Alexander’s request to Senate Leadership for two full weeks of Senate debate on the measure, because the floor schedule will soon become much more crowded when the Senate begins considering fiscal year 2016 appropriations measures. The bill must, however, first make its way through the HELP Committee. We expect the HELP Committee debate to last at least two days and involve consideration of a significant number of amendments from both Republican and Democratic members. If Senator Alexander and Senator Murray agree on a compromise base bill (including agreeing on Title I’s assessment and accountability provisions), the bill might emerge from committee with bi-partisan support, which would significantly improve the likelihood of full Senate approval and provide momentum for later bicameral negotiations.

**Fiscal Year 2016 Budget Advances Locking in Sequester Caps**

Congress is finishing up work this week on a marathon budget “vote-a-rama” related to the FY 2016 budget, which pushes forward the Republicans’ conservative spending blueprint. The House approved a GOP-leadership backed budget resolution that included an extra $20 billion in military spending and locks in the FY 2016 sequester caps, making it impossible to provide any increased spending in education and social domestic programs. The Senate is likely to follow, possibly adding more funding for defense and the Pentagon. The GOP-backed proposals cuts spending by $5.5 trillion while not raising taxes, attempts to balance the nation’s finances over the next decade, and repeals Obamacare. Under a deal that was crafted by Rep. Paul Ryan (R-WI) and Sen. Murray (D-WA), federal agencies would have been granted some relief from the Budget Control Act’s rigid spending caps for fiscal years 2014 and 2015, but this deal is off the table and caps are now back in full force through Fiscal Year 2021. Absent a new bipartisan agreement to lift the caps, the Department of Education’s overall budget may decline for the next fiscal year and beyond.

As issues important to principals such as developments on the reauthorization of ESEA and the FY 2016 occur, NAESP will continue to provide updates.

—Kelly D. Pollitt, Associate Executive Director for Policy, Public Affairs, and Special Projects at NAESP.
Teachers and Technology: 3 Key PD Topics

Mobile technology is rapidly becoming ubiquitous in schools, but teachers need more training to integrate it into their practice. A mere 18 percent of new principals say they feel prepared to guide teachers in technology use—but the latest Rise and Shine brief can help.

Each month, NAESP surveys the 1,000-member National Panel of New Principals on the principalship’s most pressing challenges. The findings are summarized in the Rise and Shine brief, and the last issue highlights school technology use and specific topics for professional development.

By the Numbers
Most panelists’ schools have high-speed broadband connections, and the majority have laptops, iPads, Chromebooks, or digital media players in their classrooms. Two-thirds report that those devices are shared by up to 10 students, though 14 percent of panelists’ schools have 1:1 device strategies. BYOD—bring your own device programs—are on the rise, with 15 percent of panelists’ schools implementing it.

Most panelists report that their teachers are “very well” or “fairly well” prepared to use smart boards and digital cameras and to find effective online resources for teaching. Teachers, they say, are less prepared to teach in 1:1 environments, use apps, or teach with all-electronically delivered material.

Areas to Grow
The majority of panelists report that technology has helped them juggle daily administrative tasks and more easily report data to their districts and states. Only half, though, say that technology has helped improve student outcomes or boost teacher effectiveness. The first issue, principals say, is the need for more training; in a tie for second place are lack of time for teachers to build technology into their classroom structures and lack of comfort using the devices. (Interestingly, principals under age 40 are more likely to cite “lack of teacher comfort” as a major obstacle, but those over age 40 were more likely to frame it as a “lack of teacher time” problem.)

3 Key PD Topics
To bolster teachers’ tech know-how, principals report that there are three key areas for professional development:

- **Authentic technology integration into instruction.** That means going beyond viewing technology as an add-on, or just using brain games, but rather, turning to technology as a way to enhance deep learning;

- **Keeping up with the latest online tools,** especially the ones that work well and for what purposes; and

- **Advanced training on tech tools.** This can build proficiency with blended learning.

—Dateline NAESP