



NAESP Releases New Principal Guide to Early Learning and the Early Grades

The National Association of Elementary School Principals (NAESP), in partnership with the National P-3 Center, is proud to announce the release of a new guidebook, [*Leading Learning Communities: A Principal's Guide to Early Learning and the Early Grades \(Pre-K-3rd Grade\)*](#). The guide is developed by and for principals and articulates a vision and practical strategies leaders in early learning and elementary schools can use to create transformational practices for young children.

“The role of the principal is increasingly complex and ever-shifting,” said NAESP Executive Director Dr. L. Earl Franks, CAE. “With a special focus on early learning education, principals play a vital role in helping the youngest learners—from Pre-K through third grade—thrive and continue to grow. We hope principals use this guide to align Pre-K learning experiences with early elementary grades to set up these young learners for success.”

Backed by relevant and recent research findings, the guide defines six competencies to help elementary school principals navigate aligning Pre-K-3rd grade—for children, families, and the adults who serve them within a school—and practical strategies that will support these competencies.

Competency 1: Understand Child Development and Its Implications for High-Quality Instruction and Interactions, Pre-K-3rd Grade

Competency 2: Develop and Foster Partnerships with Families and

communities.

Competency 3: Embrace and Enact a Pre-K-3rd Grade Vision

Competency 4: Ensure Equitable Opportunities

Competency 5: Share Leadership and Build Professional Capacity

Competency 6: Promote a Culture of Continuous Improvement

The guide is a tool in and of itself, but it also connects principals to additional resources and references that can be used to go deeper into a topic area. The guide provides examples of the concepts in practice and includes elements to intentionally support principals' knowledge, skills, planning, and leadership. This includes:

Spotlights on Effective Practice: Stories of effective practice are presented for each competency to provide a variety of strategies for readers, regardless of the context in which they work. These spotlights are intended to demonstrate effective practices happening in elementary schools across the country that are making a difference in pre-K-3rd grade learning.

Reflective Assessments: To encourage principals to engage and reflect on their own practices, a series of self-assessment items are outlined for each competency, providing guidance for principals to reflect on their own efforts and to encourage discussion and inquiry with others in their school or community. Space is provided to cite the evidence principals use to track progress on each item and to determine action items.

Additional Resources: Each competency contains links, resources, and

references, so principals and others who are interested can go deeper to learn more about key issues.

“The understanding of how to provide equitable and high-quality learning opportunities to young children not just in pre-k, but also throughout the primary grades, has grown in the past 10 years,” said Dr. Kristie Kauerz, director of the National P-3 Center. “This guide brings together current research and field-proven strategies about reforming elementary schools to effectively engage and support young learners and their families.”

Access the *Leading Learning Communities: A Principal's Guide to Early Learning and the Early Grades (Pre-K-3rd)* [executive summary and full publication](#) on NAESP's website.

- Dateline NAESP

2021 NAESP Pre-K-8 Principals Conference: Registration is Open

[Join educators](#) from around the world to network and learn within the vibrant and beautiful city of Chicago, July 8-10. The NAESP Pre-K-8 Principals Conference™ is the one national event that provides the strongest unified voice for pre-K-8 educators across the U.S. and around the world. Come help us celebrate NAESP's 100th anniversary of offering professional learning experiences designed to inspire bold thinking and innovative leadership.

Registration Link:

<https://web.event.com/event/b091f4a9-a618-4e45-8532-7427c8c22651/regProcessStep1>



First Year Principals and Assistant Principals: you receive a free KAESP membership for your first year. Complete a membership application form and send it to the KAESP indicating your first year principalship status.

Kentucky Association of School Administrators (KASA) will no longer collect KAESP dues!!

KASA has made the decision was made that it was not economically feasible for KASA to collect dues for their affiliates. So, to join, you will need to join KAESP directly. We hope that you will make the choice to become a member of your association.

Now there are three ways to join KAESP:

Personal Check
Purchase Order
PayPal

For items one and two above, mail these to Rosie Young, 1801 Echo Trail, Louisville, KY 40245

For item three above, please visit the KAESP website (www.kaespsy.org) and use the PayPal option on the Join Us screen.

The membership application is available on the website: www.kaespsy.org



News from KDE:

KBE Approves Changes to Accountability System

The Kentucky Board of Education voted to approve changes to the state's accountability system. Staff from KDE's Office of Assessment and Accountability (OAA) proposed changes to the system to create an accountability system that includes an annual differentiation of all public schools in the state using multiple measures of school performance and student demographic groups.

SB 158 requires districts to be evaluated on "status" and "change" for state indicators, which include student assessment results, progress toward achieving English proficiency by English learners, quality of school climate and safety, high school graduation rates and postsecondary readiness.

For additional information, please visit <https://www.kentuckyteacher.org/news/2021/02/kbe-approves-changes-to-state-accountability-system-further-discussion-on-assessments>

KAESP is Looking for Board Members!

Do you have an interest in serving on the KAESP Board of Directors? We are looking for principals and assistant principals to serve on the board by representing the principals in their region. The full board only meets about two times a year with most business conducted via email. Regional representatives are asked to recruit members from their region, attend KAESP functions, and provide leadership in KAESP. We are looking to grow the board and involvement of our members in KAESP. We need you!

If you are interested in being a more active member, please contact Rosie Young at ryoung@bellarmine.edu.



KAESP Website

The new KAESP website is up and running—check it out at : kaespsy.org

www.kaespsy.org



More information about KAESP can be found at <https://kaespsy.org/>

News from KDE:

Special Education Teacher of the Year

Nominations are being accepted for the 2021 Kentucky Special Education Teacher of the Year award. Any full-time special education teacher in the Commonwealth is eligible for this recognition. All nominations must be submitted online by July 15 via the [2021 Kentucky Special Education Teacher of the Year Google Form](#).



To think about...

“Education is simply the soul of a society as it passes from one generation to another”

– G.K. Chesterton

Summer Food Service Program

From June to August, the Summer Food Service Program, federally funded and administered by the Kentucky Department of Education (KDE), will provide meals at no cost to children age 18 and under who are from low-income families. Last summer, more than 1,500 sites helped serve over 17 million meals to Kentucky children. The number of Summer Food Service Program meals and meal sites has increased annually for the past five years as more awareness of, and participation in, the program has occurred.

To find a Summer Food Service Program site:

- Text “Food” or “Comida” to 877-877

Visit www.fns.usda.gov/summerfoodrocks or Call (866) 348-6479

Nominations Being Accepted for the Joseph W. Kelly Award

The Kentucky Board of Education (KBE) is accepting nominations for the Kelly Award for Business and Education Partnership. The award is given in the fall of each year to a businessperson or business that has partnered with a public school or school district to provide leadership that promotes school improvement and student achievement.

Nominations will be accepted through July 15, with the board presenting the winner with the award at its regular meeting in October. To nominate a person or business, use the [2021 Kelly Award for Business and Education Partnership nomination form](#). For more information on the award, see the [KBE's awards webpage](#) and read about past winners on [KDE's Kentucky Teacher website](#).





From the Executive Director, Dr. Rosie Young

Thank you, School Leaders!

This past school year has been like no other. Who would have thought that when staff and students went home one day, they would not return for quite a while. It was certainly trying times for families and schools.

Yet, educators rose to the occasion and provided stability and creativity in support students and families. Educators went above and beyond connecting with families whether it was online, drive-through activities, providing meals, and even visiting students while maintaining social distancing.

Educators do not get thanks enough. Know that KAESP appreciates the work you have done. Here's to the 2021-2022 school year!

JOIN US

Take care, *Rosie*



KAESP has joined with a number of other state associations to launch the Ed Leaders Network.

The Ed Leaders Network (ELN) is grounded in the belief that educational leaders impact student performance. With this foundational belief at the ELN's core, multiple state principal associations have partnered together to provide you high quality, on-demand professional development webinars to enhance your leadership growth.

A dynamic professional networking community has also been created to allow you to interact with your peers and leadership experts from across the country. In short, the ELN's mission is to provide you the professional development content and capacity building professional network you need to do what's best for your students and learning community.

Regular ELN pricing will be \$199 annually for Members of State Affiliates/\$399 for non-members once the early bird rate ends.

Please visit the website at www.edleadersnetwork.org to take a tour of the site.

Join NAESP!

If you are not familiar with the many benefits of NAESP membership, please visit the website at www.naesp.org to see what our National Association has to offer. Your membership could help you become a Goal Buster Plus award winner again! School funds can be used for the Institutional Active membership category and you will receive a second set of publications for your school as well as an active membership. Please join!!!

Become a Member of KAESP Today!

The drive is on! The KAESP is conducting its membership drive and we need you as a member! Current members will receive an email to notify them of the need to renew their membership. If you do not receive this membership email, you are not a member and we want YOU! Your Regional Representative is listed on page 4 of this newsletter. You may contact your regional representative for information on membership, contact KAESP at kaesp@kaesp.org or visit the website (www.kaesp.org) for the membership application. We hope you become a member of your professional association. The KAESP is the only association dedicated to the needs of elementary and middle level principals. If you are not a member, please consider joining so that we may do even more for our members! Membership dues are only \$90.00 a year. Please join us as we advocate, serve and lead!



3 Guiding Priorities for Equity and Inclusion in Schools

This summer, NAESP formed its National Task Force on Race and Equity to advise the association on issues related to racial equity and dismantling systemic racism in school communities. The group has been meeting biweekly to review schools' common challenges and to determine how best NAESP can provide support to principals around these issues. The task force has identified the following guiding priorities to support principals in this crucial aspect of their leadership role.

Guiding Priorities

1. Strengthening Principals as Leaders of Equity

Professional learning for principals that positions them as equity leaders and enhances key skill sets such as:

- Personal reflection on race and implicit bias: Explore implicit biases and how they impact safe and culturally responsive learning communities.
- Listening skills and courageous conversations: Develop critical facilitation skills to address race and equity with students, staff, and school community.

2. School Assessment and Action Planning

Curated tools and customized resources for school leaders that will include:

- Schoolwide equity audit and screener tool: Review building and district-level student achievement data, staff hiring and retention practices, discipline policies, and digital access.
- Curriculum and access review: Assess text selection, instruction, assignments, standards, and assessments with an eye toward equity. Also review gifted and special education programs.
- Schoolwide equity training: Vetted training resources on various aspects of culturally responsive leadership.

3. Equity-Aligned Policy and Advocacy Agenda

- Data collection: Gain insights about principals' experiences and professional learning needs from unconscious bias survey.
- Policy review: Use insights from principal unconscious bias survey to inform advocacy agenda, including identification of federal funding opportunities to support principals in their race and equity work. Examples might include targeted principal professional funding and grant programs to support principals to lead on equity in their

schools.

Resources and supports for these guiding priorities will be announced in the coming months. But immediate next steps include:

Implicit Bias: NAESP has entered into a custom research services agreement with Project Implicit to develop and host an online research study. This study will consist of an Implicit Association Test/web study for NAESP members focused on identifying biases related to race. This customized project should be finalized and ready for use by the start of November.

Equity Audit: NAESP is in discussions with various organizations regarding the potential collaboration for an equity audit/screener tool for school leaders.

Project Implicit

Interested in the Harvard Implicit Association Test? You can access it at:

<https://implicit.harvard.edu/implicit/takeatest.html>

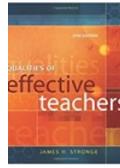


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Qualities of Effective Principals (2nd ed) by James H. Strong



What does it take to be a good school principal? No two principals work exactly the same way, but research shows that effective principals focus on a core set of factors critical to fostering success among all students. In this second edition of *Qualities of Effective Principals*, James H. Strong and Xianxuan Xu delineate these factors and show principals how to successfully balance the needs and priorities of their schools while continuously developing and refining their leadership skills.

Trials of a First-Year Principal: Preparing for the Unknown



Texas was recently hit with a winter storm, the likes of which have rarely before been seen in our part of the country. My school district, like many others, shut down for a week as the winter blast caused major electrical and water outages and brought roadways to a snow-packed halt throughout most of the state. This event, layered on top of the ongoing COVID-19 pandemic, became another potential setback in supporting our learners. While we may not know the next critical event on the horizon, we can be prepared when crisis strikes.

Crisis Leadership

Crisis leadership is different than crisis management. Crisis management is acting in the moment to make important decisions on how to triage a fast-developing event. It is important to have protocols to follow during crisis management that will allow for sound decisions while remaining adaptable to multiple scenarios.

I had the pleasure of visiting with our city's chief of police after our recent winter blast. He explained that because of the extreme temperatures that our community experienced, when changing shifts, the officers would "hot start" their shift, meaning they would keep the engines running to their patrol cars at the end of a shift and the next officer would begin their shift in the same vehicle without ever turning the engine off. This is a great example of adapting to the needs of the organization to be able to effectively serve its purpose.

Crisis leadership is a broader concept than crisis management. It's a proactive approach to

developing capacity within an organization to respond to crisis. Meaningful preparation for the event that we hope never takes place can be the difference in whether an organization is able to overcome crisis. We do some of this well in our schools already. We practice for fire drills, bad weather, and building lockdowns. Other, not so obvious crises are important to consider, as well. Mental health can be a more silent crisis that an individual student or staff member is experiencing. We must take a proactive approach in preparing for these crises just as we do the obvious ones that we drill every month. Crisis leadership saves lives.

Building Redundant Systems of Communication

Following the 9/11 attack on the World Trade Center, major breakdowns in telecommunications were revealed. The repeater systems in the towers were damaged. The cellular and radio signals were jammed while precious minutes slipped by during this tragic crisis. These horrific events, however, taught us the importance of having layers of communication during crisis events.

During crisis on our campuses, it is important to communicate clearly and effectively with all stakeholders—students, staff, and community—and understand how our stakeholders receive their information.

During the winter storm, we communicated through email, phone call messaging, Remind, Instagram, Twitter, and Facebook

*The mission of the KAESP, the collective voice of Kentucky's elementary and middle level principals, in partnership with other education leaders, is to **develop citizens that can succeed in a global society**, by delivering to our members a network for support, professional development, visionary leadership, and by pro-active involvement in shaping education policy.*

KAESP Officers

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Jason McGlone, NAESP State Representative

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Stephanie Smith, Principal of Bloomfield Elementary, Nelson County

Want to join us? —Send an email to Rosie Young
at kaespky@gmail.com



Through each of these methods of communication, I received at least one response to my messaging. By creating redundant systems of communication, we have the opportunity to reach more people in the way they naturally communicate. Using these systems regularly outside of times of crisis helps to train stakeholders in how communication will be distributed. Also, by building multiple ways of communicating, if one system goes down, we are less likely to create radio silence when information becomes critical.

Christopher Bailey, Ed.D., is principal of Clack Middle School in the Abilene Independent School District in Texas. Connect with him on Twitter at [@stixbailey](https://twitter.com/@stixbailey).

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