



### **Taking Notes: Commit to Being a Bias-Conscious Leader**

NAESP and NASSP cohosted a skill-building webinar, “Commit to Being a Bias-Conscious Leader,” presented by Amy Jin Johnson, executive director, Project Implicit. It’s the second in a two-part series in partnership with Project Implicit to build on our commitment to expand race and equity resources and professional learning opportunities for our members. We asked one elementary school principal—Shanessa Fenner—to take notes on what she found most inspiring from the webinar, resources she learned about that she’d like to learn more about, and top takeaways she can implement right now in her school. Here’s what she had to say.

#### **What was the webinar’s main message?**

The main message of the webinar entailed being a bias-conscious leader who is aware of the eight cognitive biases that can have a tremendous impact on the dozens of decisions that are made on a daily basis that affect students, staff, school, and the community.

#### **What was the most inspiring or eye-opening quote?**

The most eye opening quote was “The human brain does most of its work outside of our consciousness.” It is default thinking in which our brains are on autopilot. There are processes that are taking place, and we are not consciously thinking about them. We are processing about 200,000 times more information than we are actually paying attention to.

#### **What is one strategy that will help you with instructional leadership?**

The one strategy that will help me with instructional leadership is to examine what groups exist in my school. There are various groups such as certified, classified, admin, VIF teachers,

cliques, etc., and, as a leader, I have to make sure that certain perceptions, biases, and opinions are not made or assumed toward certain groups.

#### **What’s one resource you learned about that you’d like to look into?**

The one resource that I learned about and would like to look into would be the research studies about stereotypes. For example, there is a study in which male African-American students are asked about their race before they take a test. It reminded them of the stereotype, and it reduced or lowered their test scores.

#### **What’s one strategy you learned from this webinar that you will incorporate into your equity planning?**

The strategy that I learned about and would incorporate into my equity planning is the halo/horns effect in which we have positive or negative impressions of people that affect our feelings in another area. For example, some individuals have certain perceptions or stereotypes of children from low socioeconomic backgrounds and they have lower expectations of these students when in all actuality high standards and expectations should be held towards these students.

#### **Any other lessons learned?**

I learned that there are so many places we are exposed to stereotypes such as computer games, books, the internet, and television. They are considered to be a kind of environment that surrounds us like smog in the air and I consider that to be a form of pollution.

**Shanessa Fenner** is principal of W.T. Brown Elementary School in Spring Lake, North Carolina.



### **Social Emotional Spotlight**

Panorama ([www.panoramaed.com](http://www.panoramaed.com)) offers great resources for educators dealing with social emotional learning (SEL).

When implementing **social-emotional learning (SEL)**, it can be helpful to narrow your focus to a few SEL competencies that are most relevant for the students and educators in your school community.

According to Panorama, there are 5 core competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Many district and school leaders use the framework from **CASEL** (the Collaborative for Academic, Social, and Emotional Learning). CASEL outlines each of the five core social-emotional learning competencies that can be taught in many ways in any type of school or district community.

Panorama explains each of these competencies and provides a number of resources and strategies to support the development of these needed competencies.

Visit <https://www.panoramaed.com/blog/guide-to-core-sel-competencies> to access this free information.

“Educating the mind without educating the heart is no education at all.” Aristotle



**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.

### NAESP Announces Dues Increase Effective July 1, 2022

Please note the NAESP dues increase that go into effect on July 11

Active from \$235 to \$259

Assistant Principal from \$195 to \$219

Institutional Active from \$280 to \$309

Institutional Subscription from \$150 to \$179

Associate from \$135 to \$169

Aspiring from \$80 to \$99

Emeritus from \$80 to \$99



### Promising Practices

Universal Design for Learning (UDL) is an approach to teaching and learning that gives all students equal opportunity to learn and succeed. The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. This approach offers flexibility in the ways students access material, engage with it and show what they know

The three main principles of UDL are:

**Representation:** UDL recommends offering information in more than one format.

**Action and expression:** UDL suggests giving kids more than one way to interact with the material and to show what they've learned.

**Engagement:** UDL encourages teachers to look for multiple ways to motivate students.

For more information, visit:  
Understood.org  
inclusive.tki.org.nz



### 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](mailto:ryoung@bellarmine.edu).



### KAESP Website

The new KAESP website is up and running—check it out at : [kaespsy.org](http://kaespsy.org)

[www.kaespsy.org](http://www.kaespsy.org)



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

### Thinking Upstream

A concept made popular by bestselling author Dan Heath—thinking upstream—can help you adjust your thinking and identify and solve problems in your school before they happen. NAESP asked members to share their upstream problems—what crises are percolating just beneath the surface—and how they hope to get ahead of them as they school year continues. Here's what they had to say:

#### Fixing COVID-Related Challenges

“There are no crises unless you look at your challenges that way. Moving forward, schools need to hold onto the effective practices learned over the past year and re-establish teaching norms and relationship expectations at the beginning of the year.”—[Christopher Wooleyhand](#),

### Improving School Culture

“I'm merging two staffs this year following the repurposing of my previous school. I have to be very purposeful about building one team and fostering a positive culture.”—[Justin Swope](#), Arkansas

“At my school, the problem is more of an opportunity. When we open this school year, 50 percent of our school will be new to the school due to redistricting and the closure last year. We need to reboot and almost start our school as a new school. Hopefully, with proper planning and intentionality, we will be successful.”—[Ed Co-sentino](#), Maryland

### Focusing on Diversity, Equity, and Inclusion

“So much is just below the surface at all times! The one that I anticipate

being closest is how we need to consciously lean into being mindful of addressing cultural and racial inequities within our district and community. That learning begins with much introspection and recognizing inequity, bias, stereotypes that are a part of the larger system. The ‘bootstraps narrative’ is a powerful narrative to combat and pushback can be as strong as the *need* to address it on behalf of our students, underrepresented community members, and society as a whole. This is hard *heart* work as a leader!”—[Jessica Hutchison](#), Illinois



— *Dateline NAESP*

“We cannot solve our problems with the same thinking we used when we created them.” Albert Einstein



From the Executive Director, Dr. Rosie Young

## NAESP is Coming to Louisville!

NAESP will hold its annual conference in Louisville—July 15–17, 2022. This is the first time the conference has been held in Kentucky.

Please show NAESP that this was a great choice by attending the conference.

To celebrate this, KAESP is offering a free membership to those attending the conference. To join, please send an email to [kaespky@gmail.com](mailto:kaespky@gmail.com) or to [ryoung@bellarmine.edu](mailto:ryoung@bellarmine.edu). Provide your name, school, school address and email. We also know that some may not be able to attend. So, if you wanted to go but cannot, we invite you to a free membership for 2022–2023 to try us out. Follow the steps above to join.

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](http://www.edleadersnetwork.org)**



## Join NAESP!

If you are not familiar with the many benefits of NAESP membership, please visit the website at [www.naesp.org](http://www.naesp.org) to see what our National Association has to offer. Your membership could help us become a Goal Buster Plus award winner again! School funds can be used for the Institutional Active membership category and you will receive a 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](mailto:kaesp@kaesp.org) or visit the website ([www.kaesp.org](http://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!



## Resources from KDE

Are you interested in signing up for the various newsletters that KDE offers?

Publications include:  
Diversity, Equity, Inclusion and Belonging Newsletter  
Counselor Connection  
Kentucky Teacher  
Kentucky Multi-Tiered System of Supports Newsletter  
Kentucky Academic Standards Newsletter  
Office of Special Education and Early Learning Newsletter  
Educators Rising Newsletter  
Educator Development

To sign up for these and other news, please visit:  
<https://public.govdelivery.com/accounts/KYDE/signup/32118>

**"Education is the key to unlock the golden door of freedom."**

George Washington Carver

## Portrait of a Learner

Many schools and school districts are investing time and energy to create their portrait of a learner. This endeavor redefines and enhances expectations for learners from preschool through high school graduation and on into postsecondary. It enables learner experience to be more personally relevant, more engaging, and more reflective of the learning and career challenges faced by students. Ultimately, it is an agreed-upon set of school-level (or district-level) aspirations for what every learner will know and be able to do when they leave us.

**To see various models of this work, visit:**  
<https://www.shelby.kyschools.us/domain/1353>

<https://sites.google.com/logan.kyschools.us/lc-innovator-examples/home?authuser=0>

[file:///C:/Users/drryo/Downloads/bridgeperformanceframework%20\(2\).pdf](file:///C:/Users/drryo/Downloads/bridgeperformanceframework%20(2).pdf)

## 2022 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 Louisville, KY July 15–17. Yes, Louisville, KY!!! 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. This national conference in Kentucky will make it so affordable for all KY school Leaders. Keynoters include Simon Sinek and Inky Johnson.

Registration Link: <https://web.cvent.com/event/963333dea-2aac-48d9-b28d-1ce9b05b0b33/regProcessStep1>



1801 Echo Trail  
Louisville KY 40245

Phone: 502-272-8447



### **Dare to Lead: Brave Hearts, Tough Conversations. Whole Heart. by Brene Brown**



Brené Brown has taught us what it means to dare greatly, rise strong, and brave the wilderness. Now, based on new research conducted with leaders, change makers, and culture shifters, she's showing us how to put those ideas into practice so we can step up and lead.

**READ**

### **A Culturally Responsive Approach to Student Instruction**



The principal's role in creating inclusive schools hinges on their work as advocates for students to have access to appropriately challenging instruction that builds on and respects prior learning and cultures. It's part of the Professional Standards for Educational Leaders (PSEL): Equity and Cultural Responsiveness. But according to the brief *Evolution of the Principalship* from a new research series, *Leaders We Need Now*, from NAESP and the American Institutes for Research, it was a top concern among principals in 2020–2021 that they didn't have enough time to address, especially during a pandemic and as the national conversation on racial justice swelled.

#### **School's Changing Role in Equity**

The lack of time to substantively address equity and cultural responsiveness led to frustration that more substantive actions on equity and cultural responsiveness could not be addressed.

The pandemic, police violence, and hate crimes highlighted schools' roles in creating more socially just communities. First, students living in poverty and students of color were disproportionately affected by the pandemic and faced new limitations when attempting to get to school or access virtual learning. Second, many principals said that the national conversation about racism divided some communities and prompted educators to question their beliefs about whether or how schools might have contributed to

such inequities.

Despite heightened concerns about equity, most school leaders had not launched professional learning, curriculum review, equity audits, or other efforts to improve equitable access to services, eliminate nondiscriminatory practices, or promote culturally responsive instruction, or they had put related programs or plans on hold for these reasons:

**he need to listen:** Some principals resisted taking immediate actions on fundamental changes to schools because educators felt the need to listen to the national and local dialogue around equity, social justice, and political differences and to understand the experiences of others.

**The lack of bandwidth:** In part, principals did not launch major equity initiatives because schools were engaged in so many other, urgent changes and lacked bandwidth for more actions.

#### **Prioritizing Equity**

So how to schools prioritize equity again? A majority of principals planned to launch new, substantive efforts to examine and address inequities after a period of time and reflection. A few principals began to enact new plans to address equity and culturally responsive educational practices:

*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**

Dr. John Ansman, Treasurer, JCPS, Retired, Louisville, KY

Jason McGlone, NAESP State Representative  
Principal of Prichard Elementary, Grayson, KY

David Naylor, NAESP Zone 5 Director, Model Laboratory School,  
Richmond, KY

Want to join us? —Send an email to Rosie Young  
at [kaespky@gmail.com](mailto:kaespky@gmail.com)



- Professional development to examine biases, student inequity, and inclusion by analyzing student data, curricula materials, and instructional practices for inclusivity.

- Ensuring students have equitable access to technology, food sources, and social supports during the pandemic.

- Viewing schooling through an equity lens to evaluate school activities from the perspective of inclusion.

Dateline NAESP

#### **To Think About...**

"To me, a leader is someone who holds her- or himself accountable for finding potential in people and processes."

Brene Brown



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Elementary School Principals

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