



**Do Things Differently With Less**  
*By Belinda Lichty-Clarke*

National Education Association (NEA) President Becky Pringle announced that the U.S. teacher shortage had reached a “five-alarm crisis” in August, with nearly 300,000 teaching and support positions left unfilled. Facing such dire staff shortages, many assistant principals find themselves doing more classroom work themselves. But APs can do more than just fill in the gaps to keep their schools educating effectively. The workplace culture APs create can help retain more teachers and alleviate staffing pressures, says The Wallace Foundation’s 2021 research review, “The Role of Assistant Principals: Evidence and Insights for Advancing School Leadership.”

To contribute to a positive school culture and attract more staff:

**1. Give Teachers More Autonomy**

An American Federation of Teachers (AFT) survey found that “more respect and support from administration” was one of teachers’ top suggestions for preventing shortages. Specifically, APs and school leaders should do more to treat teachers and school staff like professionals, respondents said, including scheduling sufficient time to plan instruction and collaborate with colleagues, and more authority to make day-to-day school decisions based on their professional judgment.

Findings from a 2020 report released by the Economic Policy Institute (EPI) underlines this factor and offers two key recommendations: First, increase teacher autonomy; teachers who reported having a say in school policy and classroom activities are more likely to stay in the profession. Second, nurture learning communities that foster teacher collaboration; a teacher’s estimation of cooperation and support is one of the strongest predictors of teacher retention.

**2. Look to the Community for Help**

The New Teacher Project (TNTP), founded in 1997 to cultivate more and better educators, suggests tapping qualified families and community members who are interested in substituting or volunteering

volunteering to cover non-instructional duties such as lunch, recess, arrival, and dismissal. APs might also consider creating part-time, paying roles for community members to cover such duties and other services such as translating documents, preparing lessons, and coordinating events.

**3. Recruit Smarter**

Loudoun County (Virginia) Public Schools was able to fill nearly 98 percent of its positions by August thanks in part to a new, user-friendly application tracking system for potential hires. The system allows candidates to apply on mobile devices, set up job alerts, and keep in touch with hiring managers, contributed significantly to the district’s recruitment efforts. Loudoun County also revised its parental leave policy to provide six weeks’ pay at full salary.

**4. Shorten the Work Week**

Shortening the school week to four days is a strategy many districts in Europe and the U.S. are trying out. Approximately 660 districts in 24 states operated on a four-day schedule in 2019, according to a Brookings Institution estimate, and while the numbers aren’t yet available, this strategy has advanced since COVID-19 caused school closures in 2020. While the 4-day work week rarely succeeds in cutting costs, anecdotal information says that it seems to help attract and retain more teachers. What’s more, 69 percent of parents and 85 percent of students prefer the shorter week, according to a 2021 survey released by the Robert Wood Johnson Foundation.

**5. Increase Teacher Pay**

Offering higher pay is a solution almost every expert agrees can attract and retain more teachers. Dr. Noris Price, superintendent of Baldwin County School District in Milledgeville, Georgia, told Brookings that her district significantly increased the daily rate of pay for substitute teachers and salaries for paraprofessionals, school nutrition workers, and bus drivers to remain competitive and retain personnel. The district also dedicated funds to award retention and referral bonuses to current employees.

**6. Create Out-of-the-Box Incentives**

Never underestimate the appeal of little perks that teachers can use to ease the stress on teachers. Districts are experimenting with incentives such as laundry services, health club memberships, meal kit subscriptions,

tions, and other conveniences to make staffers’ daily needs more manageable.

After experiencing difficulty filling vacant positions, for example, the Schoharie Central (New York) School District installed 16 chargers for the many teachers and potential new hires who drive electric vehicles. The up-front cost was only \$42,000, and initially the district will charge a small fee to use the chargers—one price for the general public, and a discounted price for staff.

Your creativity can contribute to school culture in the post-pandemic education environment. Quiz your teachers on what might make it easier and more rewarding to come to work every day, and put some of those perks in place.

*Belinda Lichty Clarke is director of alumni engagement at the Medill School of Journalism at Northwestern University and a freelance writer based in Evanston, Illinois. (Via [naesp.org](http://naesp.org))*

**Grant Opportunity from KDE**

**FY23 Reading Diagnostic and Intervention Fund (RDIF) Mini grant**

The Kentucky Department of Education is making funding available through the Reading Diagnostic and Intervention fund to help teachers and library media specialists improve the reading skills of struggling readers in kindergarten through grade three (3). The Reading Diagnostic and Intervention Fund mini grant will help districts select High Quality Instructional Resources (HQIRs) that support the implementation of structured literacy practices for tier 2 and/or tier 3 reading instruction in kindergarten through grade three (3).

The live technical assistance session will take place on Thursday, March 21, 2023, at 9:00 AM ET. The Grant application is due April 25 by 4:00 PM EST,



**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.

### Registration Open for the 2023 NAESP Pre-K–8 Principals Conference

Registration is now open for the 2023 NAESP Pre-K–8 Principals Conference in National Harbor, Maryland, just outside Washington, D.C.! NAESP's annual conference features pre-conference sessions starting July 9, followed by the 3-day conference on July 10-12, 2023, enhancing principal leadership through both education and networking.

The premier national event for elementary and middle-level principals will feature a wide array of innovative sessions and opportunities to broaden your network. A lineup of three outstanding keynote speakers will anchor the program

#### Houston Kraft

Kraft is an author, a speaker, and a kindness advocate. He is the co-founder of CharacterStrong, an organization that provides PK-12 grade social and emotional curricula and trainings to over 7,000 schools globally. In 2020, he authored his first book, *Deep Kindness*.



#### Joanne McEachen

McEachen is the CEO and founder of The Learner First, a global education consultancy operating in three countries. She is a bestselling author with 35-plus years of experience as a teacher, principal, regional Ministry of Education leader in New Zealand, and now a globally recognized pioneer in the fields of educational design, assessment, and well-being.

#### Freeman A. Hrabowski III

Hrabowski is the President Emeritus of UMBC (The University of Maryland, Baltimore County) and served as president from 1992 to 2022. In 2012, he was named one of the 100 Most Influential People in the World by *TIME*, and in the same year, he was selected by President Barack Obama to chair the President's Advisory Commission on Educational Excellence for African Americans.

Make this your favorite summer tradition! Learn more and register at [naespconference.org](https://naespconference.org). Via NAESP online

### KAESP is Looking for Board Members!

Do you have an interest in serving on the KAESP Board of Directors? 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. If you are interested in being a more active member, please contact Rosie Young at [ryoung@bellarmine.edu](mailto:ryoung@bellarmine.edu).



### Welcome New KAESP Sponsor! ZoomQ

ZoomQ is a web-based app that makes it easy for guardians and school and daycare staff to dismiss children safely and efficiently at the end of the day! ZoomQ allows guardians to control who can pick up children and to initiate pickups creating staffing flexibility for schools. ZoomQ uses an advanced QView screen to display arrivals on a screen, monitor, tablet, or smartphone so teachers and staff can quickly gather and efficiently release children to the appropriate car. Please visit their website at: <https://www.zoomq.com/> and see how they can help keep your students safe.



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

### Attendance Awareness: Showing Up Matters

Attendance Works has created a new framework—the R.E.A.L. Framework—that breaks down how schools can better communicate key messages that highlight the importance of attendance in student learning.

The framework is designed to help school leaders explain to families the importance of showing up to school, especially given the challenges experienced and exacerbated by the COVID-19 pandemic, and to help you reflect with your staff on what your school needs to do to make showing up worthwhile.

#### What's the R.E.A.L. Framework?

This new framework is an opportunity for schools to build routines, increase engagement, provide access to resources, and support learning, or R.E.A.L.

- **Build Routines:** Daily attendance routines, created at home or in school, can reduce stress for students and families especially after chaotic transitions.
- **Increase Engagement:** Being in school helps students to get to know peers, teachers, and school staff and to create trusting relationships that motivate students to participate in learning.
- **Provide Access to Resources:** Schools help students and families gain access to basic resources such as meals, physical and mental health services, and fun enrichment activities like sports, clubs, music, afterschool, and summer programs.
- **Support Learning:** Learning is most meaningful when it is active, social, and allows students to apply concepts to real life situations. Showing up to school regularly helps students engage in learning that builds proficiency in reading and math that will help them to graduate from high school.

### Getting Started

When adapting the framework, consider where people in your school community have the greatest challenges. Get to know families so you can decide which talking points make most sense. For example, if families are struggling with housing or basic needs, you might want to start with offering Access to resources rather than emphasizing routines.

Use the ideas in this framework in interactions with students or families, including during morning greetings, one-on-one conversations in the hallway, calls home, parent-teacher conferences, or comments delivered at school or community events. Keep the tone positive, respectful, and supportive, whether you are speaking face-to-face or in writing.

Learn more about Attendance Works' [R.E.A.L. Framework](https://www.attendanceworks.org/). —Dateline NAESP

"Motivation comes from working on things we care about. It also comes from working with people we care about." **Sheryl Sandberg**



From the Executive Director, Dr. Rosie Young

### News from KAESP:

I have been reading the work of Simon Sinek. If you are not familiar with him, he is an author and inspirational speaker who has written about the need to Start with the Why. He has a number of videos on YouTube as well as a website that I would encourage you to check out.

However, I want to leave you with a quote of his that I think is so meaningful at this time in education:

When we work hard for something we don't believe in, it's called stress.

When we work hard for something we love, it is called passion.

During this intense time of stress, complexities, and overwhelming demands, I would encourage you to keep students, teachers, staffs, families, and communities at the center of your thoughts and actions. Remember the passion for your work when you entered education and then when you became an administrator.

This will help keep you grounded and will also help you during the very tough times.

*-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) 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](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!

Please contact KAESP at [kaespky@gmail.com](mailto:kaespky@gmail.com) or visit the website ([www.kaespky.org](http://www.kaespky.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. Attend the Fall Institute and receive a free membership!!



### Bringing Support Staff Into School Culture

By Mark Paige

Support staff play an important role in school operations. Quite literally, they keep the buses running on time, clean the facility, and provide classroom assistance. Effective management of support staff offers principals a tool for directing all school personnel toward the shared objective of creating positive learning environments.

Frequently, I hear school administrators wonder about any legal issues or requirements that apply to managing support staff's contributions to a learning environment. Naturally, legal issues and situations will differ. As always, you should consult district legal staff with specific questions.

But from a strategic perspective, I suggest a two-part approach. The first prepares you for the times when you're asking support employees to do something in the "here and now." The second uses collaboration to shape a fu-

ture where the terms and conditions of employment embed your support staff more fully into operational objectives.

#### The Here and Now

Review the employee's job description. Is your "ask" within the job description accepted when the employee agreed to the position?

Consult your collective bargaining agreement (CBA), which might cover the working conditions of support staff. In conjunction with the job description, what are the terms that govern what employees can and cannot do? Is there sufficient language in the CBA to justify your request?

What state or federal labor laws might apply to the situation? For instance, in addition to the CBA conditions, state laws that apply to overtime could kick in if you ask an employee to consider a task outside their regular work hours, even if it's in their job description.

#### Strategizing About Personnel Management.

Now, it's time to think ahead. Effectively leveraging your support staff requires some planning and strategizing.

Perform a needs assessment. Audit your support staff and determine whether their tasks align with the school's learning objective.

If the audit reveals ways their time can be better spent to support the learning environment, talk with the stakeholders who can help change the rules. That could include the district HR director, a union president, or building representative. Share with them your vision of using human capital more efficiently.

Start a conversation with the people involved—all of your paraprofessionals, for instance, or your janitors—about how to rewrite job descriptions or renegotiate CBAs to fully capture their potential. Share your vision and solicit their ideas for adding to the educational life of the school. Remember this: Narrow job descriptions can restrict the power of human capital. Generalized language gives you and the staff room to be creative.

... by Mark Paige, University of Massachusetts Dartmouth, associate professor

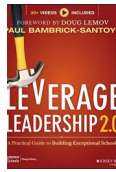
1801 Echo Trail  
Louisville KY 40245



Phone: 502-272-8447

### Leverage Leadership 2.0 A Practical Guide to Building Exceptional Schools.

by Paul Bambrick-Santoyo



*Leverage Leadership 2.0* answers the basic question: what do great school leaders do that separates them from the rest? Rooted in the observation and training of over 20,000 school leaders worldwide, *Leverage Leadership 2.0* is the practical resource school leaders need to start making real change happen today.

### Destress in 10 Minutes or Less



When you're leading a building with lots of unpredictable moving parts including hundreds of young students, stressful situations can arise in seconds. Nosebleeds and meltdowns, teachers and staff calling in sick, and circumspect parents are just a few of the problems you may handle on any given day.

Even if you meet most issues gracefully and decisively, stresses inside and outside the school can mount fast, leaving you feeling irritable, angry, or downtrodden. When you start to hear your inner teakettle coming to a boil, try a quick destressing strategy to calm your mind and bring the temperature back down.

If you have 10 minutes and a quiet space, try one of these ways to destress quickly:

**Take a deep breath (or several).** Deep breathing brings oxygen to the brain and lowers levels of cortisol, the stress hormone. Simply inhale deeply through the nose for five seconds, then use your diaphragm to exhale completely through the mouth for another five. Repeat until you feel calmness take over.

**Do a few yoga poses.** Just 10 minutes of yoga practice can interrupt the body's stress mechanisms, relax tensed muscles, and ease anxiety, research says. Never done yoga before? No problem—YouTube offers dozens of 10-minute tutorials like [this](#) to target stress.

**Get some fresh air.** Get out of the building for 10 minutes and take a brisk walk. The physical activity will get the blood pumping and help clear your head for the rest of the day. Better still if your building has a nearby natural area to enjoy as you stroll.

**Rock out.** If you have a song that has buoyed your spirits in the past, put your headphones on and punch it up on iTunes. Or zone out with an internet video that makes you laugh or takes your mind off the more stressful matters close at hand.

**Vent to a friend.** Part of what makes stress so debilitating is that it makes you feel like it's you against the world. Phone a friend or chat with a trusted colleague to unburden yourself; just make sure it's someone who can listen without escalating the situation.

**Perform a mindless task.** Knitting, fidget spinners, and puzzles can occupy your hands while taking your mind off stressors. Do the dishes in the lounge or tidy up your workspace, and you'll feel like you accomplished while easing your anxiety

These suggestions are intended to triage sudden bouts of stress on those rare days when it seems like one thing after another—and you need a fast break before tackling another emerging issue. If you find that you're ex-

*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

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



periencing lingering dissatisfaction, ongoing anxiety, or depression, talk to a professional. But for everyday stresses, 10 minutes may be all you need to bring your best self to the classrooms and hallways. *Via [naesp.org](http://naesp.org).*

**KDE's Principal Partnership Program (P3)** offers resources and professional learning opportunities for school leaders. One strong resource is designed to support school and district leaders in addressing the change in KY regulation (704 KAR 3:370) regarding the inclusion of Professional Standards for Educational Leaders (PSEL) to replace the KY Principal Performance Standards.

To view these resources, please visit: <https://sites.google.com/education.ky.gov/principalpartnership/resources/pSEL-tools>

### Follow and like us!



@kaespky



Kentucky Association of Elementary School Principals

Follow us!!

