NASSP Scores a Win in the House ESEA Bill

During consideration of the House bill (H.R. 5, see graphic on page 3) to reauthorize the Elementary and Secondary Education Act (ESEA), an amendment was approved that underscores the vital role school principals play in their schools every day. NASSP worked closely with the National Association of Elementary School Principals (NAESP) and the American Federation of School Administrators (AFSA) to encourage Reps. Susan Davis (D-CA), Robert Dold (R-IL), and Jared Polis (D-CO) to introduce the amendment and activated its grassroots network to ensure its approval.

As written in the original bill, the definition of “school leader” failed to make clear to state and school districts that a school leader is an individual who runs the operations and instructional programs within a school building. As a result, states and districts could have interpreted this definition to apply to an assistant superintendent of curriculum or instruction, or a subject matter content specialist who oversees instructional practices within an LEA, but is not in a school building on a daily basis. Additionally, if left unchanged, it was possible that district administrators could become eligible for Title II professional development funds currently aimed at improving the quality of our nation’s school principals. And those Title II funds are already stretched too thin.

NASSP was also very pleased that the House approved an amendment offered by Reps. Suzanne Bonamici (D-OR) and Ryan Costello (R-PA) that would encourage states to conduct assessment audits. Many principals have voiced concern about testing fatigue and the instructional time lost to testing and test prep activities. This provision will help states get a clear picture of their testing systems, the time spent on test taking and preparation, and how to streamline and improve the quality of assessments for purposes of informing instruction and learning.

Finally, a potential amendment to expand the Title I portability provision to private schools and essentially create a new private school voucher program was ruled out of order and was not considered on the House floor. This was another huge victory for NASSP and its colleagues at the National Coalition for Public Education, which had sent numerous action alerts in opposition to the amendment.

The House considered more than 40 amendments over a two-day period and was expected to pass H.R. 5 on Friday afternoon, February 27. However, concerns from conservative members of the Republican Party and bipartisan politics related to the Department of Homeland Security spending bill and a possible agency shutdown caused the House leadership to delay the final vote until a future date. And it still remains unclear whether there will be enough votes to pass the bill this year.

All eyes are now on the Senate where bipartisan negotiations between Sens. Lamar Alexander (R-TN) and Patty Murray (D-WA) continue. NASSP will continue to collaborate with NAESP and AFSA to ensure that the principal is at the table during ESEA negotiations, and all three organizations are urging members of Congress to oppose H.R. 5. Visit the Principal’s Legislative Action Center (www.nassp.org/plac) to email your representative.

Assistant Principals Honored This Month

To recognize the contributions assistant principals make to the success of students in schools across the United States, NASSP has declared the week of April 13–17, 2015, National Assistant Principals Week.

State Assistant Principals of the Year will gather in Washington, D.C., on April 15–17 for the Assistant Principals Forum, where they will be recognized at an awards luncheon. They will also meet with their members of Congress to discuss the many challenges facing school leaders today and enjoy the opportunity to share best practices with each other.

Here are just a few ways you can get involved with National Assistant Principals Week:

• A special AP Week Google Hangout, “Building the Leadership Capacity of Assistant Principals,” will take place on Thursday, April 16, at 3:30–4:30 p.m. (ET).
• Join a special Twitter #APchat on Sunday, April 12, at 8:00–9:00 p.m. (ET).
• Participate in an AP Week Facebook Live event at 10 a.m. (ET) on Friday, April 17.
• Ask your mayor to declare Assistant Principals Week in your community.
• Submit a guest column in your local newspaper about the critical role of school leaders.
• Invite a local college or university to join your school in celebrating National Assistant Principals Week.

For more ideas to celebrate National Assistant Principals week, visit www.nassp.org/apweek.
Message from the Executive Director

Opting Out: An Open Letter to Parents

• We are in the midst of testing season—a season that seems to get longer each year. Yet this year, the testing tension is exacerbated by a growing movement to opt kids out of tests. The opt-out movement comes as no surprise. It is a natural consequence of the testing mania No Child Left Behind introduced in 2002. "Give a test" became the answer to just about every question. When a principal at an NASSP conference expressed concern to then-Secretary of Education Margaret Spellings about how high-stakes reading and math tests were forcing out the arts, Spellings shared the concern, adding that, "Yes, we need to find a way to test the arts as well."

• Somehow, the nation collectively decided that a standardized test was the only way we could know anything about education, so much so that states, districts, and schools have layered on standardized tests well beyond those required by federal law. The result, according to a 2014 Center for American Progress report, is that most states are standardized-tested once a month, and some as often as twice a month. Add in the instructional time lost to test prep, the endless barrage of formative tests once a week, and disruptions when even a fraction of students test prep, the endless barrage of formative tests once a week, and disruptions when even a fraction of students are being tested, and it is easy to see why parents are declaring simply and emphatically, "Enough."

• No one is more sensitive to the impact of overtesting than the principal, who sees the effects both in the aggregate and on the face of every student. Ironically, however, the slow-simmering opt-out movement has reached full boil at a time when we finally have a chance to get testing right. For the first time, attention and energy have been dedicated to test quality. While still far from perfect and far too prematurely linked to high stakes, the PARCC and Smarter Balanced tests show some promise for providing educators the valuable data we need to prioritize our efforts and to improve instruction. Last year’s assessment pilots indeed revealed areas for improvement, but they also demonstrated the potential to assess if students are thinking critically and analytically—a goal we all share.

• The more students you remove from the mix, the less accurate our data becomes for making important decisions about the instructional program. A series of models created by the Pennsylvania-based Research for Action shows that in a school of 95 students, it takes just 11 opt-outs to severely skew the school’s rating either up or down. In absolute terms, the school rating does not mean much, but a false reading could result in unwarranted sanctions. Those sanctions extend as well to individual teachers and principals, whose performance evaluations rely partly—in some states as much as 50 percent—on the results of standardized tests.

• For federal funding, the opt-out movement brings schools closer to a threshold we don’t want to cross. Schools and districts risk a loss of federal funding and other penalties from the state should the population of students taking federally mandated tests fall below 95 percent.

In short, the state has to take action against the district, or the federal government will. And only the hammer the federal government has is the withholding of funds. That loss of funding translates into fewer programs, fewer teachers, and fewer opportunities for the very students the opt-out movement intends to protect.

• Stakeholders in some states have chosen to direct their energy to initiatives that reduce the number of tests across the board. Education groups in Virginia, for instance, formed the Virginia Assessment and Accountability Roundtable, which called on Richmond to eliminate all state tests that are not required to fulfill a federal mandate. Many national organizations like NASSP continue to advocate for reducing the reliance on test scores for school ratings and sanctions and for teacher and principal evaluations. Overreliance on test scores is an ever-present source of anxiety that prompts a continuous stream of tests intended to gauge and respond to any incremental movement, as if the best way to tell if a carrot is growing is to keep pulling it from the ground to measure it.

• Obviously, parents are well within their rights to opt their children out of tests. I admire that persistence and thoughtful commitment, and I truly value the constructive engagement in all children’s education that the opt-out decision represents. I’m not saying you can’t, or even that you should, opt out. In the context of what we are trying to achieve, I am simply asking that you not.

Breakthrough School Principal attends exclusive ED event

• The U.S. Department of Education invited 15 principals to Washington, D.C., in March to give their input on ED operations and share their experiences. Kara Bobroff, principal of Native American Community Academy (NACA) in Albuquerque, NM—a 2013 Metlife Foundation-NASSP Breakthrough School—attended. Along with other principals at the two-day event, Bobroff enjoyed the opportunity to share her successes and challenges with peers and ED staff, including U.S. Education Secretary Arne Duncan.

• “We are thankful that a school grounded in Indigenous Education that serves Native American students had an opportunity to learn about the education reform work on a federal level as well as share the work of our community,” Bobroff said. “The experience was highly collaborative and our perspectives and experience were highly valued. To meet such amazing school leaders from innovative schools was inspiring. I look forward to the work ahead in New Mexico and sharing who we are.”}

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Here's how H.R. 5 would be signed into law—from start to finish.

Discussion draft released by Senate HELP Committee Chairman Lamar Alexander (January 14)

Hearings held by Senate HELP Committee (January 21, January 27, February 3)

House bill (H.R. 5) introduced by House Education and the Workforce Committee Chairman John Kline (February 3)

H.R. 5 “marked up” (i.e. approved) by House Education and the Workforce Committee (February 20)

Senate bill introduction (expected week of April 6)

Senate bill markup (expected week of April 13)

H.R. 5 considered by the U.S. House of Representatives (February 26-27), but the final vote was postponed

House passage (Action pending)

Conference committee negotiations

Conference report approval by Senate

Conference report approval by House

Bill is sent to the White House and signed into law

Jostens Partnership to Enrich Principal Recognition and Student Leadership

- NASSP will be partnering with Jostens, the leading provider of publications, jewelry, and consumer goods serving the K–12 and college market, to enhance principal recognition and student leadership programs.

- Jostens will be a partner of NASSP’s National Principal of the Year program, which recognizes outstanding middle and high school principals who have succeeded in providing high-quality learning opportunities for students. Jostens will provide each state finalist with a commemorative ring to celebrate the achievement.

- After the national winner and state finalists gather at the Principal’s Institute held in Washington, D.C., Jostens will create a compendium of highlights and best practices learned at the event. This will allow school leaders across the country to learn from the insights, expertise, and best practices shared at the Institute.

- “At Jostens, we believe in the importance of positive school culture and understand the vital role that principals play in creating that environment,” said Murad Velani, Jostens chief operating officer. “We are excited to be part of the great work NASSP does to support, develop, and recognize the amazing impact principals have in the school community.”

- Jostens will also provide speakers and content for NASSP’s Leadership Experience and Development (LEAD) Conferences, which gather students from across the country to develop their leadership skills. Mike Smith, a skateboarder and nationally renowned inspirational speaker for youth, will be keynoting at the 2015–2016 conferences. Smith will speak on school culture and how students can lead the charge to make their schools more positive and inclusive. Jostens will also provide content from their Renaissance Education program, which empowers school leaders to improve school pride, boost GPAs, and increase graduation rates.

- “We are thrilled to bring Jostens’ outstanding speakers and programming to our LEAD Conferences,” said Ann Postlewaite, NASSP director of student programs. “Their messages on leadership and school culture will greatly enhance students’ and advisers’ growth and learning at these events.”

- This comprehensive partnership will unfold throughout 2015, beginning with the National Principal of the Year program and the next LEAD Conference this fall. NL

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Honor Your Students

The President’s Education Awards Program for Outstanding Academic Excellence and Achievement

Principals, teachers, and other school personnel can recognize and honor K–12 students who have achieved high academic goals through their hard work and dedication to learning.

Each award includes an embossed certificate signed by President Barack Obama and Secretary of Education Arne Duncan with space for the principal’s signature, plus a congratulatory letter from President Obama.

There is no charge for these certificates, and there is no limit on how many you can give as long as students meet the established criteria.

The award pins, inscribed with the Presidential Seal, signify recognition from the highest level.

Visit peap-aca.org or call 877-897-4784 for just $3.50 each or $3.00 each for 10 or more.*

*New larger pin size measures 7/8".

Sponsored by the U.S. Department of Education, in partnership with NAESP and NASSP.
Edcamps Break New Ground for NASSP and Educator Connectedness

The Edcamp concept is a phenomenon that is gaining traction nationwide. As described on the Edcamp Foundation’s website: “Unlike traditional conferences which have schedules set months in advance by the people running the conference, Edcamps have an agenda that’s created by the participants at the start of the event. Instead of one person standing in front of the room talking for an hour, people are encouraged to have discussions and hands-on sessions.”

Casas joined with one of the Edcamp Foundation’s founders, Kristen Swanson, to pilot NASSP’s venture into this bold new world of educator collaboration. NASSP’s sessions covered such topics as Standards-Based Grading Practices, Blended Learning, Best Bell Schedules for Flex Time, and Digital Curriculum and e-Text. Notes from

Thousands Celebrate Digital Learning Day 2015

The fourth annual Digital Learning Day was celebrated across the United States on March 13. The day is dedicated to help actively spread innovative practices while providing access to high-quality digital learning opportunities to all youth, no matter what part of the country they live in.

As many in the education space are aware, “digital learning” is an educational practice that uses technology to boost a student’s learning experience. Although a specific day each year is designated as “Digital Learning Day,” the concept is intended to be a year-round effort. The annual event was created in 2012 by the Alliance for Excellent Education.

On Digital Learning Day, thousands of teachers and school leaders gathered in Washington, D.C. Other schools across the country participated in satellite celebrations, and anyone else interested in the celebration could participate by watching a live webcast of “Digital Learning Day Live!” during the National Board of Professional Teaching Standards’ Annual Teaching and Learning Conference. Two NASSP Digital Principals, Daisy Dyer Duerr and Ryan Imbriale, along with their principals, Daisy Dyer Duerr and Ryan Imbriale, along with their schools—Saint Paul School in Saint Paul, AR, and Baltimore County Public Schools, Baltimore, MD, respectively—were among those highlighted during the live webcast. The webcast can be viewed in its entirety at www.digitallearningday.org.

brought together more than 100 educators to create their own agenda on the spot, and then meet. Attendees did not need to be registered for the NASSP conference in order to attend Edcamp, according to one of its organizers, Jimmy Casas, principal of Betterendorf High School in Bettendorf, IA.

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Visit NASSP.ORG/WEBINARS to register for these upcoming webinars, free to NASSP members:

LITERACY LESSONS LEARNED

Wednesday, April 8
3:30–4:30 p.m. (ET)
Presented by Dr. Jacquelyn O. Wilson
NASSP Associate Director of High School Services

SUCCESION PLANNING

Wednesday, April 22
3:30–4:30 p.m. (ET)
Presented by Dr. Jacqueline O. Wilson
Director, Delaware Academy for School Leadership, College of Education and Human Development, University of Delaware

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Thousands Celebrate Digital Learning Day 2015

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NAESP Relocates to Reston, VA
Gail Connelly, executive director of the National Association of Elementary School Principals (NAESP), and NASSP executive director JoAnn Bartoletti cut the ribbon March 7 to dedicate NAESP’s relocation to a new office space in the NASSP building in Reston, VA. The two organizations have been working closely on numerous initiatives during the past several years and, while they remain independent organizations, both leaders expect that the proximity will foster ever closer collaboration to address issues facing the principalship.

BEST Act Seeks to Elevate Professional Development for Educators

At press time, Sens. Bob Casey (D-PA) and Jack Reed (D-RI) planned to introduce the Better Educator Support and Training (BEST) Act by the end of March. It amends Title II of the Elementary and Secondary Education Act (ESEA) to elevate the teaching and principal professions, support educators, improve student achievement, and ensure equity in the nation’s schools. The BEST Act would accomplish this by increasing the capacity of states and local education agencies to develop and sustain a coherent, comprehensive, and aligned professional continuum for teachers, principals, and other educators that leads to accomplished practice, leadership opportunities, and increased student learning.

The legislation aims to increase the capacity of local education agencies, schools, teachers, principals, and other educators to increase the academic achievement of the most disadvantaged students, including students with disabilities, English language learners, low-income, and minority students. The act would require each State Education Agency (SEA) to conduct an analysis of district-by-district gaps for disadvantaged students and their access to profession-ready educators resulting in the implementation of a comprehensive strategy to improve educator development and support.

Of interest to NASSP members is language in the bill that requires SEAs to use not less than 2 percent and not more than 3 percent of its total allotment of federal funds to improve the effectiveness of principals and other school leaders in high-need schools through comprehensive, job-embedded professional development opportunities as part of their implementation plans. In addition, an SEA must use funds to strengthen teacher and principal certification (including recertification) or licensing requirements to ensure that all new teachers, principals, and other educators are profession-ready prior to becoming the educator of record.

Over the course of the past several months, NASSP advocacy staff worked closely with staff from Sen. Casey’s and Reed’s offices to ensure that the final bill language reflected the skills, knowledge, and attributes linked to effective leadership at the school building level. While the BEST Act will not be voted on separately in the Senate, it provides a strong foundation for a possible amendment to be offered during the upcoming debate on ESEA reauthorization to improve Title II of ESEA, ultimately helping to ensure that local education agencies have the resources to improve the quality and effectiveness of teachers and principals serving their most disadvantaged students.

As the ESEA debate continues, NASSP will strongly advocate improving policies that have inadvertently overlooked principal professional development. Currently, only about 4 percent of federal funds are specifically spent on principal activities. The research clearly demonstrates that in order to improve student achievement and ensure equity in our schools, effective school leadership is second only to direct classroom instruction and teachers and principals must be supported in a comprehensive continuum of services.

JOIN US IN CELEBRATING THE ASSISTANT PRINCIPAL

National Assistant Principals Week
April 13–17, 2015

National Assistant Principals Week was established by NASSP to:
• Honor and recognize the contributions of assistant principals to student success
• Encourage recognition activities that promote awareness of the assistant principal role in school leadership
• Celebrate the State Assistant Principals of the Year at an annual forum event in Washington, D.C.

Help us share all the great things assistant principals do for your school and community.
Visit NASSP.ORG/APWEEK to get ideas for celebrating.

The NASSP Principal of the Year program deadline is fast approaching!

The NASSP National Principal of the Year program honors secondary school principals who have succeeded in providing high-quality learning opportunities for students as well as demonstrating exemplary contributions to the profession.

NASSP’s affiliates in all 50 states, the District of Columbia, the Department of Defense Education Activity, and the U.S. Department of State Office of Overseas Schools may select either a middle level or high school principal to represent their state.

The application is due to NASSP on May 1, 2015.

nasspawards.org/poy
Edcamp continued from page 4

The Edcamp model promotes connectedness on social media, but the Edcamp planning structure is decidedly low-tech, relying on a wall grid that eventually fills with Post-it notes.

The Edcamp model is built on a simple principle—the smartest person in the room is the room itself. Taking part in Edcamp at Ignite allowed me to interact, engage, and learn informally from administrators who are building better schools. Their work and sharing helps to better the school I serve on a daily basis. I know I was among many who benefited from the Edcamp endeavor.

Edcamp attendee and assistant principal, Jared Wastler

The Edcamp endeavor certainly saw its share of Twitter traffic. NASSP 2014 Digital Principal Derek McCoy tweeted, “Edcamp is a great example of a collabor effort differentiated learning, growing principals and building skills.” TJ Dumphy, a principal in the Griswold Community School District in Griswold, IA, tweeted, “My network just grew by a few thousand miles.” Dan McCabe, assistant principal at Acquissett Middle School in Smithtown, NY, summed it up by tweeting: “1 user-generated 2 conversational 3 enthusiastic 4 no experts 5 share 6 authentic.”

Casas concluded, “People walked away not just feeling validated, but energized. They left feeling very inspired and that this was very meaningful to them. … It’s just another way for us to build community.”

The Edcamp model is built on a simple principle—the smartest person in the room is the room itself. Taking part in Edcamp at Ignite allowed me to interact, engage, and learn informally from administrators who are building better schools. Their work and sharing helps to better the school I serve on a daily basis.

—Jared Wastler, Edcamp attendee and assistant principal, Liberty High School, Elyria, OH

Edcamp

Congratulations to these state honorees for the NASSP National Assistant Principal of the Year program. These individuals will come together in Washington, D.C., April 15–17 for the Assistant Principals Forum. During that time, they will have an opportunity to visit with their elected officials on Capitol Hill to advocate for school leadership support and secondary education reform. This forum is also an occasion for these honorees to collaborate in order to share best practices and expertise. NASSP salutes these outstanding assistant principals who have demonstrated success as secondary education leaders.

Alaska
Scott Lambdin
DeRidder High School
DeRidder, LA

Arkansas
Rob Lindley
Springdale Har-Ber High School
Springdale, AR

California
Sean Healy
Olympus JR. High School
Roseville, CA

Colorado
Angela Prochnow
Sierra High School
Colorado Springs, CO

Connecticut
Karyn J. Morgan
Staples High School
Westport, CT

Georgia
Jessica Ainsworth
Lithia Springs High School
Lithia Springs, GA

Idaho
Tom Albertson
Sandpoint High School
Sandpoint, ID

Indiana
Deb Smith
Greensburg Junior High School
Greensburg, IN

Iowa
Joy Kelly
Bettendorf High School
Bettendorf, IA

Kansas
Scott Lambdin
Cherryvale Middle/High School
Cherryvale, KS

Louisiana
Harry L. Hooker Jr.
DeRidder High School
DeRidder, LA

Maine
Josh Ottow
Yarmouth High School
Yarmouth, ME

Maryland
Ryan Irwin
Airport High School
Carleton, MI

Massachusetts
Kevin Cyr
Lynnfield High School
Lynnfield, MA

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Richland High School
Richland, MS

Missouri
Sandra Maharin Cantwell
Joplin High School
Joplin, MO

Montana
Tara Rosipal
North Middle School
Great Falls, MT

Nebraska
Audrey Racek
Lexington High School
Lexington, NE

Nevada
Laura K. Willis
Canyon Springs High School
North Las Vegas, NV

New Hampshire
Paul Hoirii
Newfound Regional High School
Bristol, NH

New Mexico
Veronica L. Griego-Sanders
Mountain View Middle School
Rio Rancho, NM

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Maple Avenue Middle School
Saratoga Springs, NY

North Carolina
Jason M. Jowers
Hillside High School
Durham, NC

Ohio
Denver J. Fowler
Gahanna Middle School South
Gahanna, OH

Oregon
Duane Larson
Alice Ott Middle School
Portland, OR

Pennsylvania
Randy D. Engle
Penna Kidder Campus
Albrightsville, PA

Rhode Island
Kenneth J. Hopkins Jr.
Vincent J. Gallagher Middle School
Smithfield, RI

South Carolina
Sarah C. Longshore
Dutch Fork High School
Irmo, SC

South Dakota
Michael Radke
Huron High School
Hurun, SD

Tennessee
Nivia Serrano
Siegel High School
Murfreesboro, TN

Texas
Alison Smith
Midway High School
Waco, TX

Utah
J. Peter Glahn
Mountain View High School
Orem, UT

Virginia
Brian Haughinberry
Grassfield High School
Chesapeake, VA

Washington
Gail Danner
Central Kitsap High School
Silverdale, WA

West Virginia
Kelli Epling
Stonewall Jackson Middle School
Charleston, WV

Wisconsin
Mark Peperkorn
Pilgrim Park Middle School
Elm Grove, WI

Wyoming
Fawn Bartlett
Cheyenne East High School
Cheyenne, WY

The sessions can be found at http://bit.ly/edcampnassp.
For Your Information

Resources, contests, and opportunities for principals and their communities

Progressive PD for Principals

Principals can engage in professional conversations with colleagues across the country around particular leadership scenarios, courtesy of the Mid-Career Doctoral Program in Ed Leadership at the University of Pennsylvania Graduate School of Education.

Backchanneldu is a weekly, scenario-based participatory podcast posing real educational leadership challenges from voices working in the field. The project, produced by former principal and Penn professor Joe Mazza, is aimed at providing opportunities for transparent and asynchronous reflection while exposing educational leaders to evolving social media tools that support innovation, creation, and relationships. Real names, locations, and other identifying information is omitted to help listeners focus on the context of situation within the leadership challenge. You will hear a variety of character voices speak to key events and background information in each episode. Visit http://midcareer.gse.upenn.edu/backchanneldu for more information.

Common Core Podcast Series Focuses on “Getting It Right”

The Learning First Alliance (LFA), a consortium of the nation’s largest education organizations including NASSP, recognizes that there is more to successful Common Core implementation than simply more time—and that effective implementation is already occurring in states large and small and in communities urban, suburban, and rural. Working with their member organizations, LFA created the “Get It Right” podcast series to capture and share those stories, so that other states and districts can learn from their experiences over the past five years. To learn more, visit www.learningfirst.org.

NCAA Student Eligibility

Requirements are changing for students who enroll full time at an NCAA Division I school after August 1, 2016. The rules update the requirements for core-course completion and require a 2.3 GPA in those core courses. Students must also earn an SAT combined score or ACT sum score matching their core-course GPA on the Division I sliding scale, which balances their test score and core-course GPA. Additional details are available at www.ncaa.org.

This listing of sites and resources is provided as a service and does not constitute any endorsement or approval by NASSP.

NASSP Advocate of the Month

Dr. Lazaro “Laz” Lopez, Associate Superintendent for Teaching and Learning, Township High School District 214

As the Illinois High School Principal of the Year, Dr. Lazaro “Laz” Lopez met with Rep. Bob Dold (R-IL) in Washington, D.C., during the 2013 Capitol Hill Day for all of the state and national principals of the year. He obviously left an impact on the congressman and his staff because Lopez was later asked to serve as chair of the 10th Congressional District Education Advisory Board.

Although he has left the principaship and now serves as an associate superintendent, Lopez has maintained his NASSP membership and continues to follow its advocacy activities. He remembered that one of the reasons NASSP had opposed the 2013 House bill to reauthorize the Elementary and Secondary Education Act was due to the overly broad definition of “school leader.” He also knew that Congressman Dold spent a lot of time visiting schools in the district and “recognizes the significant impact a principal has on every facet of a school.”

As the House began its debate on H.R. 5 in February, Lopez reached out to the congressman’s district director and discussed possible language to amend the bill to better support principals. Thanks to Lopez’s efforts, Congressman Dold agreed to co-sponsor an amendment with Rep. Susan Davis (D-CA) to clarify that a school leader is a principal, and because of that bipartisan collaboration the amendment was approved. (see article on page 1.)

Committed to the College and Career Readiness of Our Members

“National Honor Society has really helped me to grow. I’ve learned that you have to lead by example. So if you step in the right direction then others will follow. The name itself just has weight. When you say you are in NHS, people know that you are smart and that you are trying to become a better person.”

NATALIA JENKINS
NHS MEMBER
WEAVER ACADEMY
CRESCENT, NC

National Honor Society and National Junior Honor Society are devoted to improving the lives of our members. As NHS and NJHS expand their impact, new horizons of opportunity will inspire and empower our best and brightest students.

LEARN MORE ABOUT THE NATION’S PREMIER HONOR SOCIETIES FOR STUDENT RECOGNITION.
NHS.US/2015 | NJHS.US/2015

TEACH THEM LEADERSHIP

When you bring the National Association of Student Councils (NASC) to your school, you’re helping to cultivate the next generation of leaders.

When student leadership is encouraged...

- Schools thrive
- Student councils succeed
- Students shine

Join NASC today and your council will enjoy two extra months to prepare for the 2015-2016 school year.

nasc.us/jumpstart

NewsLeader ■ APRIL 2015 7
National Student Leadership Week
to Celebrate “The Power of One”

Some students may be seeing how far just one penny can go in launching a fundraising drive for a community cause. Others may be wondering what impact a single pencil could have to start a letter-writing campaign.

Across the nation, schools and students are being challenged this month to demonstrate “The Power of One,” this year’s theme for National Student Leadership Week (NSLW). It will be celebrated April 19–25, and members of NASSP’s student programs—National Honor Society, National Junior Honor Society, and National Association of Student Councils—have been asked to imagine and implement ways that just one student, one teacher, one honor society chapter, one student council, one school, one community, and even one day can drive change and make an impact.

Principals have been invited to model this important concept by showing their students how their leadership and actions represent “The Power of One.”

Through a series of emails, advisers and principals have been introduced to resources available on each website, www.nhs.us/nslw, www.njhs.us/nslw, and www.nasc.us/nslw. These include a theme-driven miniposter, assembly planning checklist, and sample press release. Member schools can also tap into the National Student Project Database, accessible through the home page of each program, to find inspiration for projects or programs in support of the theme.

Schools and students have also been encouraged to share how they are participating in NSLW by posting to Facebook, Twitter, or Instagram using the hashtag #nslw15.

“This theme is an excellent platform to cultivate the 21st-century skills that result from participating in school-based student activities,” said Ann Postlewaite, NASSP’s director of student programs. “When students work individually or as a team, they are able to strengthen the skills, values, and perspectives that best prepare them for college, career, and citizenship. Moreover, schools benefit from the positive climate that results from such endeavors.”

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