

# PERSPECTIVE

NEWS FOR & ABOUT MEMBERS OF THE AMERICAN ASSOCIATION OF SCHOOL PERSONNEL ADMINISTRATORS

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AASPA Virtual Conference  
Preview

## Conference Preview Issue AASPA's Virtual Conference

OCTOBER 13-16, 2020

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# President's Corner From the Desk of Dr. Beth Dalton, AASPA President



Unprecedented.  
A word I have used more frequently in the past six months than I have in my entire life.

Never before has... the entire United States school system been shut down by a global pandemic.  
Never before has... high school graduation been held virtually or not at all.  
Never before has... all interviewing and hiring for the coming school year been conducted remotely.  
Never before has... collective bargaining been mediated remotely.  
Never before has... onboarding and new teacher orientation been led remotely.  
Never before has... the new school year opened remotely.  
Never before have... interscholastic sports and clubs either been canceled or held remotely.  
This list could go on and on. Never before has the human resources role been more important in a school district.

We are working with our faculty and staff to problem solve issues on reporting in person or remotely. While many are working while having their own children home, caring for employees who have lost loved ones or friends, comforting those who are frightened to return to work due to their own health conditions or listening to those who are just plain terrified to leave their home, we need to respond with empathy and clarity.

Now more than ever, the human resources departments must stay up-to-date with the latest laws, strategies and best practices in our field. We will continue to scramble to find enough teachers, support staff, custodians and substitute teachers to support the needs of our students. With ever changing rules from the CDC and state departments of public health, not only are we revising and reworking plans sometimes multiple times a day, we are implementing new COVID19 related laws and leave. If that wasn't enough we are having to respond to changes in Title IX and evaluating our practices around equity and diversity.

This is why membership and participation in AASPA is so important!

I am proud to say that over these last six months, AASPA has stepped up to meet the needs of its members. We have held over 35 webinars with over 4,000 attendees. We held a virtual Diversity, Equity and Inclusion Summit in April and shifted the Boot Camp to a virtual platform in June. After a year of planning for our "Espresso Yourself" 82<sup>nd</sup> Annual Conference in Seattle this fall, we had to make the difficult decision to also move it to a virtual platform. Although, not visiting Seattle in person, we are confident that our Virtual Conference will be one to remember. The AASPA Virtual Conference will take place over four days. The virtual platform will allow participants to join a variety of sessions and interact with exhibitors, presenters and other participants in real-time. Just like an in-person event, you can be assured that your time and experience will be well worth it. The virtual exhibit hall will be open the duration of the conference and you will not want to miss the dedicated times. Our receptions will be a great opportunity to network with other conference attendees and exhibitors. In addition to participating in this one of a kind event, participants can expect to receive a conference care package ahead of time. All keynote and breakout sessions will be available for viewing on the virtual platform for 30 days following the event.

I urge everyone to attend and join us to "Espresso Yourself" on October 13-16, 2020!

Regards,

Dr. Beth Dalton  
AASPA President

# THE STAY INTERVIEW: RETAINING YOUR TOP TALENT

by Dr. Amy Holcombe, Interim Dean of the Stout School of Education;  
High Point University; High Point, NC

*Three years ago, Principal Johnson took on the challenge of turning around a low-performing elementary school. Each year, she strategically retained her strongest teachers and coached out the low-performing ones, creating vacancies that she filled with fresh talent. Under her leadership, the faculty and student culture shifted to one that was more collaborative. Last year, her school achieved high-growth for the very first time. Johnson's faculty loved working together as a team—it felt like family! Then, one day, the phone rang. The superintendent informed Johnson that she was immediately being transferred to a low-performing middle school and that he needed her to duplicate the results she attained at the elementary school. Johnson resigned from the district that week.*

Retaining top talent requires creating a highly engaged workforce that is motivated to remain working in your organization. Employees who feel valued, have meaningful work and who understand the pathways to new opportunities are more likely to remain with their organization than they are to seek those assets elsewhere. So, how do you ensure that every team member is highly engaged? Annual workforce satisfaction surveys can provide rich information, but the data is not useful on an individual level. Exit interviews are enlightening, but they only occur because an employee has already left.

## The Stay Interview

A strategic practice for engaging and retaining top talent is facilitating the Stay Interview. But, most principals and managers have never even

heard of the Stay Interview, let alone used one to increase the engagement and retention of their team members. Talent leaders that regularly facilitate Stay Interviews use them as a tool for understanding:

- what team members love the most about their current role
- how to support team members in reaching their performance potential
- how to distribute leadership opportunities among team members
- team members' future professional goals
- pain points that could lead to resignations

If Principal Johnson's superintendent understood that continuing to work with her current faculty was the aspect she loved the most about her job, he may have reconsidered a re-assignment. If he had discussed with her the sacrifices that she made, working 70 hours a week for three years to turn around the low-performing school, he would have known that she had no interest in returning to a high-intensity workload at a new school. Instead, he lost one of his highest performing principals to another school district. The Stay Interview could have helped him to engage and retain his top talent.

Stay Interviews differ from exit interviews in that they are conducted during employment, when decisions to leave have not yet been made. While the purpose of an exit interview is to understand why an employee left, the purpose of a Stay Interview is to proactively prevent an employee from ever leaving. The interview can be a single, targeted conversation or a series of short and ongoing conversations that



lead a supervisor to better understanding how to support, engage and retain key team members.

## How to Conduct Stay Interviews

The first step in facilitating a Stay Interview is to invite your team member to have a conversation and thank them for taking the time to meet with you. The reason you are meeting with this employee is that they are top talent within your organization so make sure that they know it! Identify a specific contribution that they are making or have made to the organization that you highly value. Transition into the Stay Interview questions by explaining that you do not want to lose the value that they bring to your school/district/organization and for that reason, you'd like to learn more about how to keep them as a member of your team. Next, begin asking the Stay Interview questions:

**Question 1:** What do you enjoy most about your current role?

**Question 2:** Is there anything that I can do to better support you in your role?

**Question 3:** What other opportunities would you like to have in this school/district/organization?

**Question 4:** Is there anything that would ever make you consider leaving this organization?

**Question 5:** Is there anything I haven't asked about that you would like to share with me?

It is often the fifth question that is the most illuminating of them all. Upon asking this question, I've learned about parents with cancer, impending divorces, struggles with depression, pregnancies, job searches of which I was not aware and even of the potential resignation of other team members. In addition to gaining valuable insights, you have also demonstrated to your team member that they are a valued asset to the organization and that you are aware of their positive impact. This leaves the proverbial door open for continued open discussion about their engagement and retention.

In closing the Stay Interview, you should re-acknowledge the value the team member brings to the organization and assure them that everything you discussed will be kept in confidence. If action items were identified, explain how you will follow-up and what to expect next.

## Tips for Successful Stay Interviews

While facilitating Stay Interviews will have a significantly positive impact on your organization's

culture, engagement and retention, there are a few tips that can make you an even more strategic talent leader.

- When planning to conduct Stay Interviews, start with your most valued team members first. If you end up not having time to meet with everyone, you have at least met with those team members that are your top performers.
- One and done is not enough. Continue to loop back to your top talent, asking for updates and conducting periodic check-ins. Engaging your team members is an ongoing process and personal situations change frequently. Always know your team members' next steps.
- Be authentic. Do not make promises that you cannot keep. It is okay to say, "I appreciate that you would like a \$20,000 raise, but I cannot make that happen. Perhaps we could consider other, non-monetary forms of compensation that would honor the value you bring to our school."
- Manage up and schedule your own Stay Interview with your supervisor. Just because they do not schedule a Stay Interview with you does not mean that you cannot share information that will aid them in supporting and promoting you professionally.

Stay Interviews are an investment of your time in the retention of your top talent. While it might be difficult at first to identify times in your schedule to facilitate these conversations, in the long run, you will save time by not having to conduct searches for new employees after losing your current talent. Most importantly, you will build a team of highly engaged employees that feel valued by you and will remain working on your team until you help to facilitate their promotion to a higher level role. As they gain promotions within the organization, you will retain them as career-long fans of your talent leadership efforts.



Amy Holcombe, Ph.D. is the Interim Dean of the Stout School of Education at High Point University and the author of the book, *Strategic Talent Leadership for Educators- A Practical Toolkit*. She has twenty-five

of experience in public education, having served as a teacher, principal, Director of K-12 Curriculum and Executive Director of Talent Development. Her research is focused on human capital management, alternative licensure and educator effectiveness.

# ANTI-RACIST POLICIES: THE KEY TO DIVERSIFYING THE EDUCATOR WORKFORCE!

by Kevin Walton, Human Resource Specialist/MTR Recruiter;  
Area Cooperative Educational Services; North Haven, CT



According to the Connecticut State Department of Education, in 2019-2020, 90.4 percent of educators in Connecticut were identified as white while the remaining eight percent included Black, Hispanic and Asian educators. This number represents a one percent increase since the 2014-2015 school year. Furthermore, nearly one-quarter (44 of 201) of school districts in Connecticut employed no Black or Hispanic educators in the 2015-2016 school year. Despite the many efforts put forth to address this issue, there remains a significant ethnic and racial gap in the educator ranks in Connecticut.

Research shows that it is important for students of color to have smart, intelligent and authoritative role models who look like them for various reasons. The presence of an educator of color can positively impact the way a student of color views areas of education such as attendance, enrollment in higher-level courses, discipline, graduation and college enrollment. As referenced in Dr. Maxine Ursery's dissertation, "American public schools need Black teachers because they advocate high expectations for Black students, have first-hand cultural knowledge and experiences similar to Black students, bring Afrocentric perspectives and pedagogical practices into the Eurocentric environment and serve as role models to Black students. This is unequivocally true for Latino, Asian and other educators of color."

## Impact of Brown v. Board

We often lament the lack of educators of color, but rarely do we discuss the impetus for the conspicuous lack of diversity amongst our public-school educators. To understand how this calamity took place, one must look no further than the impacts of the 1954 ruling of Brown v. Board of Education in which the Supreme Court unanimously ruled that separating children in public schools on the basis of race was unconstitutional.

As a result of Brown, a plan was put in place to integrate Black students, however, there was no plan to integrate the Black teachers. This caused "the unintended consequence" of countless Black teachers losing their jobs. In a

2004 USA Today newspaper article entitled, "Thousands of Black teachers lost jobs", Greg Toppo highlighted the backlash aimed at Black teachers from white southerners who were not pleased about the Brown decision. "The 20 years following Brown v. Board of Education saw thousands of Black educators across the south lose their jobs, decimating the Black educator workforce and setting the stage for poor academic performance by Black students."

Given the climate and treatment of Black Americans in the Jim Crow South in 1950s and 60s, it is not surprising that many highly qualified educators of color lost their jobs simply because of the color of their skin. This is significant because we have yet to recover from the mass exodus of Black educators. Consider that from 1975 to 1985, the number of Black students majoring in education dropped by 66 percent. "Those of us who would have been teachers stopped majoring in education" says Mildred Hudson, chief executive officer of Recruiting New Teachers.

It is clear that it is not just students of color who benefit, but all students benefit from a culturally diverse educational experience that includes diverse educators. If we are serious about increasing the diversity in the educator workforce, we must be diligent in our efforts to implement innovative strategies to recruit, support and retain educators of color. Boards of Education, central office personnel and building administrators must commit to being intentional about strategic hiring and promoting.

As an industry, we must consider other alternatives to diversify the teaching workforce such as eliminating the need for certification or at the very least examine the way we certify educators. Little evidence exists to support the correlation between the current certification process and teacher effectiveness, i.e., student outcomes.

At the same time, we see non-certified staff members in buildings often most effectively engaging students and

promoting student learning. This prompts an analysis of our certification process and a review of the connection between what correlates to student learning, how we assess for those traits and how we select future educators.

Author Omri Ben-Shaharonly wrote, “the key to successful education is to attract good teachers.” Further, Mr. Ben-Shaharonly writes, “it is no surprise, then, that researchers find little difference between teachers with or without a certificate. Allowing genuine alternatives to certification thus does not hurt the quality of learning. It also makes it easier to find more minority teachers, a goal many school districts still need to achieve.”

Author Dr. Ibram Kendi writes in his book, “How to be an Antiracist”, “the only way to undo racism is to consistently identify and describe it and then dismantle it.” Now is the time to identify, review and change the racist policies, practices and barriers that have contributed to the ethnic and racial educator gap. By identifying racist policies and replacing them with anti-racist policies, we can conceivably come up with meaningful ways to ensure that the educators’ workforce is reflective of the diverse student body in Connecticut. Only then will all children receive the true culturally relevant educational experience that they deserve.



Kevin E. Walton, Sr. is a Human Resources Specialist for Diversity, Equity & Inclusion and the Co-Chair of the Diversity Committee for the Area Cooperative Educational Services in North Haven, CT. Mr. Walton is also a member of the Connecticut State Department of Education MTR Policy Oversight Council and a Regional Representative for the American Association of School Personnel Administrators. You can contact Mr. Walton at [kw Walton@aces.org](mailto:kw Walton@aces.org).



# Book Review:

## How to be an Anti-Racist

by Dr. Ibram Kendi  
Reviewed by Kevin Walton



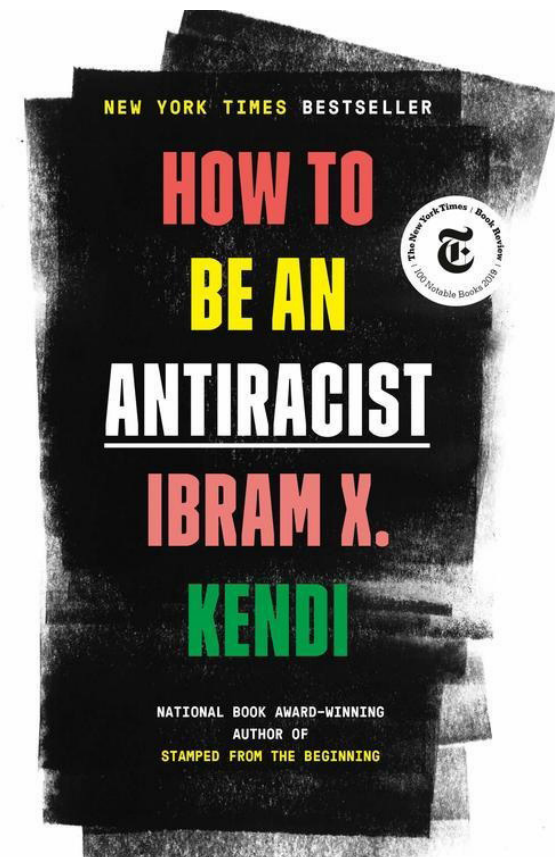
**How to be an Antiracist helped me to understand how the ethnic and racial divide in the educator workforce was a direct result of racist policies and practices**

Completing *How to be an Antiracist* by Dr. Ibram X. Kendi during the COVID quarantine and the civil unrest taking place across America and other parts of the world gave me proper perspective during unstable and uncertain times. Dr. Kendi highlights how racist practices and policies lead to inequity and inequality for marginalized groups.

Dr. Kendi powerfully and precisely highlights how racist policies of years past were designed to uphold the tenets of white supremacy which has led to continued white advantage as related to systems and institutions of today. In doing so, Dr. Kendi tasks the reader with looking introspectively to determine if our beliefs lean towards racist or anti-racist. Dr. Kendi also challenges us to reflect on the notion that the only way to change racist policies is to develop and implement anti-racist policies.

Practically speaking, *How to be an Antiracist* helped me to understand how the ethnic and racial divide in the educator workforce was a direct result of racist policies and practices. And while many districts across the country profess to want to diversify the educator workforce, the best chance of doing so will be to intentionally develop and practices that will help reverse that trend.

*How to be an Antiracist* completely changed the way I looked at how racism, as a construct and an ideology, has continued to impact systems and institutions. This book challenged some of my personal beliefs and ideologies and forced me to re-evaluate how to strategically and effectively dismantle structural and institutional racism. If you are serious about providing a fair and equitable work environment, *How to be an Antiracist* is a must read.



## HUMAN CAPITAL LEADERS IN EDUCATION TRAINING & CERTIFICATION

In collaboration with Battelle for Kids, AASPA has developed the pHCLE certification program for human capital leaders in pre-K-12 education.

### UPCOMING VIRTUAL COHORTS

September 17 – November 12, 2020; Thursdays 2:00 to 4:00 pm ET

AASPA Member: \$865.00

AASPA Non-Member: \$895.00

### Upcoming Testing Windows for pHCLE Certification

November 1 – 20, 2020; Registration deadline: October 25

For more information on certification, visit [www.aaspa.org/hcle-certification](http://www.aaspa.org/hcle-certification) or email [kelly@aaspa.org](mailto:kelly@aaspa.org).



# FROM BRICKS AND MORTAR TO CLICKS AND SUPPORTER



by Dr. Andrea Anthony, Assistant Superintendent of HR & Student Services;  
Rutherford County Schools; Murfreesboro, TN

What exactly is HR's role in the system's return-to-workplace debate? Is it to transition from bricks and mortar to clicks and supporter? Is it to advocate for health and safety while determining what the experience will be for our employees and students? This is a human challenge and not just a challenge of operations. What is our new "normal" while ensuring that our employees feel safe? Finding these answers will require empathy, flexibility and a return to work playbook. Our role as Chief HR Officers has now shifted to Crisis HR Officers. It is a pivotal branding opportunity for systems to showcase values and actions to keep our essential employees. COVID-19 has changed the workplace ecosystem's DNA forever.

HR leaders are on the front lines making life-changing choices on business continuity plans, layoffs, safety, engagement and compensation. This juggling act is a challenge for all leaders and a major source of anxiety. Not knowing what is to come with the struggling economy and the upswing in COVID-19 cases causes a feeling of uncertainty. We, as HR leaders, must stay connected and supportive, authentic and sincere so we can remain visible through communication and engagement. Employees need coping strategies and increased support. Many of our district's employees have taken advantage of the Employee Assistance Program that we have to receive 24/7 counseling and advice. We must strike a balance between being transparent and inciting fear. Through our actions, we are building resilience.

We are learning from our stakeholders' feedback. Whether it is a survey to help employees feel less fear about their underlying health conditions and ADA

accommodations or a survey to help our parents feel more control in their students return to school, we must listen first. Therefore, systems must assimilate a taskforce to meet these challenges head-on. Being accessible and gaining input is paramount for a successful return to work playbook. HR leaders must model a growth mindset and help all stakeholders be open to learning new ways to work. As Crisis HR Officers, we must move beyond crisis management to preparing the playbook for the next challenge. Succession planning for key talent in this pandemic is crucial. What happens if key leaders become ill or leave to work for another system? HR must stay close to emerging leaders. For example, our district does so through our fall and spring Aspiring Administrators Academy: a seven-week program that trains our top talent on a variety of district aspects and prepares them for leadership opportunities.

In our summer poll of parent(s)/guardian(s), we asked three basic questions. First, do you plan to send your children back to school in August, knowing the following minimum modifications recommendations by the CDC will be in place? 94% said yes or maybe depending on the status of COVID-19 in our country mid-August. Only 6% said no, my student will not return for in-person school sessions in August. Second, we asked: do you plan to allow your child to ride a bus to get to school or will you arrange your own transportation for your child? 9% said yes, I plan to allow my child to ride the bus. 54% said no, my child will not ride the bus. 17% said, my child will occasionally ride the bus. In our current school district with 47,000+ students and growing each year at approximately 1,100 students, 50% of our students

ride buses. If 54% of that group said they will not ride the bus, then only ¼ of our total population will be riding. Meeting the CDC guidelines with our current 50% riders would have cost the district 12 million additional dollars to meet the 15 on a bus cap versus the current maximum of 90 students. This cost would not be sustainable for any district during such a tight budget time and unknown time in our economy.

Our final question invited parents to provide input on three options for opening school. They were asked to rank the following options as their preference regarding school opening. Option 1: return full-time in person-56% selected this as their number 1 choice. Option 2: return to school on a hybrid model (A/B days with Friday being virtual for all) was the second most popular choice at 26%. Option 3: fully virtual learning environment ranked last at 18%. Many parents are returning to their physical work location and finding childcare coverage on alternating or full days will be a constant challenge. Balancing risks of contracting COVID-19 at school and economic risks of not returning to work do weigh heavily on our families. Right now, it is our goal to go back to the traditional bricks and mortar, but with plans to change if needed to clicks and virtual supporter.

We are training our teachers on new platforms and content standards, as well as taking the necessary steps to double our bandwidth and provide wireless hotspots on our buildings. On a survey to our parents at the end of the 2019-2020 school year, 91% said that our students have access to a viable internet connection, and 83% of our students have a reliable computer device. Our district provided laptops to those students needing them and plan to redistribute these again in the fall as needed. Teachers are receiving additional summer professional development training on technology usage and distance teaching. We have also surveyed our teachers to make sure we are aware of any underlying health conditions that may be of concern when schools return. This helps our administrators have any additional ADA accommodation plans ready and/or updated. 3% of our employees have underlying health conditions, most of which include asthma, rheumatoid arthritis, cancer treatments, and diabetes. Our teachers are confident that their precautions and accommodations will ensure their return in August.

So, how do we support our students when they return?

Many students will have experienced trauma when they return in August. This trauma can vary from losing a friend or family member to COVID-19 to suffering in economic areas such as instability of housing or food supply. Examining childhood trauma remains on our radar and more students than not have experienced at least one adverse event in their lifetime. Students who have experienced traumatic events are more likely to end up in conflict with peers or teachers, exhibit difficulty with school work and tend to be absent from school. It is imperative that schools promote programs to help students with coping skills. Not only is this support essential for students, but it is also important to teachers who may have had to overcome trauma during this time as well. Keeping positive teacher and student relationships is paramount when providing trauma support; the relationship and bond are protective factors in supporting experienced trauma.

According to the American Academy of Pediatrics, district policies must be practical, feasible and appropriate to ensure the adolescents' developmental stage is met. They strongly advocate that all students should physically return to school this fall. Whether we return to the physical building or take an online approach, all stakeholders and district leaders need to feel heard and appreciated. We need to mitigate the risks and help our students and teachers manage possible COVID-19 trauma through support. We must continue our vision of empowering today's students to grasp tomorrow's opportunities. Together we can help our teachers and students return strong.



Dr. Andrea Anthony began her secondary education career 26 years ago and is continuously recognized for her leadership and vision. She has served as a curriculum and instruction assistant principal, director of her district's K-12 summer schools, an executive principal for 12 years and her

district's coordinator of secondary education. She works in the fourth largest school district in TN with 46,000 students and 5,300 employees. Dr. Anthony is involved with her local university's EPP team, recruitment and job fair team, and the state's retention team to recruit and retain effective CTE teachers.

# MAKING THE GRADE: CONNECTING PRINCIPAL EVALUATION WITH MEANINGFUL PROFESSIONAL DEVELOPMENT



by Dr. Ann Gaudino; Professor of Education;  
Millersville University of Pennsylvania; Millersville, PA  
Dr. Wendy Kubasko; Assistant Professor;  
Shippensburg University of Pennsylvania; Mechanicsburg PA  
Dr. Megan Ward; Principal;  
Monroe Elementary School; Boiling Springs, PA

School principals have a profound, measurable impact on school success. They influence student learning, support teachers, manage daily operations and set the tone for the school climate, among countless other duties. The constant stresses and loneliness of this position have led to the diminishing longevity of the school principal. The annual principal turnover rates are between 12- 35%, causing districts to spend about \$75,000 in recruiting, hiring and training a new principal. One way to lessen this turnover is to utilize principal evaluations as a tool to guide future professional development opportunities. Objective principal evaluation systems should be utilized to evaluate and increase leadership capacity. Evaluations must become focal points through which districts provide feedback and professional growth opportunities to increase a principal's capacity. A growing body of research has investigated the relationship among principal professional development and principal self-efficacy, as well as principal professional development and annual principal evaluations. Yet, there is a void in research examining principal perceptions of the relationship among those three factors.

## Results

A 2020 research study began to fill that gap by exploring the perceptions of 15 elementary school principals about the current relationships between their evaluation, professional development and self-efficacy and what the principals believe is the optimal relationship. The results of the study demonstrated that principals viewed the principal evaluation system as an act of compliance. 13 out of 15 felt there was no relationship between their evaluation and their development and indicated that the process felt like a “check-the-box” activity rather than the tool for growth. All participants voiced the need for guidance through the self-reflection process, cohesion, systematic planning and time constraints. Participants expressed a desire for systematic professional development that is proactive, collaborative, follows a plan and emphasizes interpersonal interaction. One principal explained how the process must, “Connect people together who can mold and shape one another. We all need mentors, formal or informal. Iron sharpens iron.” Another principal expressed the sentiment of many when she shared, “She (the coach) really helps me develop in my understanding. She

guides me and pushes me towards opportunities she thinks I would benefit from.... When she's here I feel like, we're here together, we're learning, we're experiencing and we're moving forward.”

## Recommendations

There needs to be an interdependency between principal evaluation, professional learning and self-efficacy. Superintendents or their representatives should utilize the Principal Growth Model as a tool to connect these areas, facilitate discussion and develop explicit and aligned professional learning opportunities. In doing so, they can increase awareness and accountability for both principals and their evaluators, provide feedback to principals on their performance and afford professional development opportunities for principals specifically based upon their evaluation.

Superintendents or their representatives should also create annual professional development action plans for each principal that are systematic and differentiated based upon principal strengths and needs. In this way, they can provide personalized, differentiated learning opportunities for each principal. In part, these learning experiences should be collaborative allowing for an exchange of ideas. This can be accomplished through establishing principal networks collectively for principals in a district or area and/or coaching and mentoring sessions with each principal individually. These networks should afford opportunities for principals to routinely observe each other, plan together, collaborate and explore topics of interest. These interpersonal interactions serve to provide ongoing support for principals to increase their self-efficacy as the principal role evolves.

## Conclusion

Principals have an intense job, and it is becoming increasingly more challenging daily. As lifelong learners, they want to keep up with the demands. It is difficult to do this alone. Principals are seeking guidance and support based upon their strengths and needs to lead them on this journey. They want professional learning opportunities that are actually going to help them develop and grow into even better leaders. They long to maintain a strong sense of self-efficacy. Ultimately, they are seeking the interdependency between their evaluation and professional learning and self-efficacy through professional development, networking and coaching, to ensure that they are the most successful leaders they can be.



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# PRINCIPAL PROFESSIONAL GROWTH

Exploring the Interdependency between principal evaluation, professional development, and self-efficacy

© Megan Ward 2020

Principals desire professional development opportunities that are:



**Systematic**



**Collaborative**



**Relevant**

Principals are seeking opportunities for networking, coaching, and mentoring.

## Interdependency

### Annual Evaluation

1. Increase principal awareness of current professional standards
2. Ensure evaluations occur
3. Facilitate self-reflective conversations
4. Provide feedback
5. Provide PD based upon strengths and needs identified in the evaluation.

### Professional Development

1. Prioritize principal learning
2. Create individualized plans
3. Differentiate opportunities
4. Allow choice and voice in the learning path
5. Establish principal networks- within and across districts
6. Provide each principal an individual coach
7. Implement an ongoing mentoring program

### Self-Efficacy

1. Communicate with principals regularly
2. Provide opportunities to learn newest pedagogies and practices

## COMING SOON...

AASPA is following all developments and recommendations of the Centers for Disease Control (CDC) guidelines. The association's most important priority and commitment is to protect the health, well-being and safety of our members. We are committed to providing excellent professional development while also keeping our members safe.

### Human Capital Leadership Summit

The Human Capital Leadership Summit is designed for school leaders who are past their first three years of human capital management and who are looking for that next level of professional development in HR leadership. Sessions are dedicated to helping participants grow professionally in their knowledge as well as personally in their leadership skills.

*Tentatively Scheduled for December 3 - 4, 2020*

### Boot Camp

AASPA's Personnel Administrator Boot Camp is the perfect time to pause and focus on your professional development, and there's no better way to truly reflect on your leadership than with our lineup of inspiring and knowledgeable HR speakers.

AASPA's Boot Camp is an unrivaled opportunity for PK-12 HR School System Leaders to collaborate across all levels and gather valuable resources you can use to help your teachers, employees and school district. Breakouts follow two strands of topics - one for the basic HR professional and another for the more advanced administrator.

*Tentatively Scheduled for January 28 - 29, 2021*

### Diversity, Equity & Inclusion Summit

The AASPA Diversity, Equity & Inclusion Summit is a two-day event developed for those individuals who are seeking to increase their knowledge in the areas of leadership, recruitment, selection and retention of diverse individuals in PK-12. Participants will be able to select from sessions specific to recruitment as well as strategic leadership in human resource practices for diversity, equity and inclusion.

*Tentatively Scheduled for April 22 - 23, 2021*

Learn more about these and other events at  
[www.aaspa.org/events/](http://www.aaspa.org/events/)



# DIVERSITY TRAINING AND STUDENT ACHIEVEMENT



by Dr. Debra Graham-Gosha, Coordinator of Educator Recruitment and Placement;  
Alabama State Department of Education; Montgomery, AL

Classrooms have become increasingly ethnic and diverse, causing researchers to question if having a same-race teacher affects student achievement. A study in North Carolina revealed that same-race teachers are associated with lower suspension rate, fewer office referrals and increased achievement. As this nation becomes more ethnically diverse, leaders are seeking to develop methods to recruit a diverse teacher population. Research suggests student achievement increases when a teacher is the same race or ethnicity. Students of color excel in reading and math and are less likely to be suspended if they are instructed by an African American teacher. The demographics that separate students and teachers remains a concern. An increased effort to recruit minority teacher is paramount. Recent research revealed that students performed better academically with teachers of the same race, because teachers were viewed as a positive role model.

There is a low number of students of color in gifted programs. Schools with a majority of African American teachers or administrator have a larger number of participations in gifted programs. The classroom teacher is an integral person for disadvantaged, low-performing students. Teachers matched with students of the same race revealed a higher rate of expectations for students. More than half of the students that attend schools in America are children of color. Just as other children feel known and valued, children of color must feel valued to have the energy for learning. As a teacher of all children, there is an obligation to learn about different cultures to assist in validating that curricula and instructional procedures provide the best learning environment. This would be the initial step to cultural proficiency.

Racism is related to cultural blindness and cultural proficiency, but there is a difference. Cultural improficiency is the result of lack of interest, awareness and respect for other cultures. Racism is the result of ancient traditions of dominance and control. Racism is based on stereotypes. It is everywhere, even inside the best-intentioned educators. As teachers, the quest for racial awareness should focus on avoiding negative stereotypes, correct any negative self-biases and concentrate on student learning for all students. The promotion of diversity is a goal that many share, however achieving the goal of diversity day-to-day in a classroom setting is a challenge. In today's classrooms, teachers and students learn more about other cultures. Regardless of the numerous research projects, the gap of student achievement between low-income, disadvantaged students and middle-class students is still vague and unexplained. The gap is possibly caused by trends that occur in the foundational years during early childhood preparation. Studies have revealed low-letter-grades on report cards and consistent low achievement after grade three.

Research reveals diversity training assists teacher attempts to improve student achievement for all students. The five key characteristics of effective diversity training are; build understanding of assets of other cultures, challenge deficit perspectives of color, demonstrate how the system itself works to maintain differences, recognize that teachers want what is best for their students, but need support and focus on learning how to learn in practice. When reviewing high stakes tests, it is revealed that these tests are racially biased. Standardized testing maintains the status of a dominant culture. Teachers must take important steps to identify strategies to improve math education for minority students. Diversity training assists teachers in becoming learners for their entire career. Teachers who learn from students, learn from families and learn from other cultures. Just as students learn in practice, teachers must learn to be learners in practice.

Research reveals that teacher diversity has an impact on the academic outcomes of students of color. Teachers of the same race are more likely to meet the challenges and know how to adjust in low-income communities where positions are hard to fill. Students benefit from teachers of color, both academically and socially, because the teacher is also viewed as a positive

role model and has an overwhelming influence on the students. Teachers of color that seek certification by alternative methods are usually placed at hard to staff schools. There are increasing numbers of teachers that enter schools year after year that are under-prepared. Blaming those teachers to an extent is unfair. The problem of low student achievement begins with the policy of creating emergency certification. The data reveals an increased number of high poverty, low functioning schools with mostly minority students are becoming more isolated in the public schools. Instead of using the term "best practices" when making reference to teaching strategies, the term "skillful practices" should be used. Skillful practice matches the student's learning style.

Teachers that honor and understand other cultures focus their instruction to meeting the needs of diverse student learners. No culture should be devalued. Diversity training will assist and guide teachers to accept other cultures and correct those disconnected stereo-types. Diversity training aids teachers in removing barriers and allows teachers to do what is in the best interests of all students. Teachers are armed with the proper resources and certification and teach their students and prepare them to proceed at the next academic level.



Dr. Debra Graham-Gosha is a graduate of Troy University, where she has earned a Bachelor's of Science, Master's Degree, and Double A in Elementary Education. She holds an additional

Masters Degree in Education Leadership from Auburn University in Montgomery, AL and a Doctorate in Educational Leadership from North Central University. She has served in the public-school sector as a Teacher, Assistant Principal and Administrator, spanning over 40 years. This article on Diversity and Student Achievement is an excerpt from her published dissertation, entitled "The Effect of Teacher Certification Type on Eight-Grade Mathematics Achievement in Alabama's Black Belt Region" Dr. Gosha is currently the Coordinator of Educator Recruitment and Placement for the Alabama State Department of Education.

## A Message To Our AASPA Membership

As people around the world and in our communities come together to protest and demand the end to racial injustices, we wanted to take a moment to share how AASPA is responding and standing with the Black community and our members.

There are no words to express the heartache and sadness of the recent events of systemic racism that took the lives of George Floyd and many others. Racism, discrimination and prejudice have no place in our organization, our schools, our communities and our world.

AASPA and our members are in a unique position to make real change in the area of human capital leadership in education. We have the ability to work individually as a district and collectively as an organization to ensure every employee and individual who comes in contact with us feels included and safe.

We are proud of the work that has been accomplished by AASPA through our Diversity, Equity and Inclusion Committee, Leon Bradley Scholarship Committee and our Executive Board leadership for the advocating, appointment, hiring, promotion and recognition of people of color. We are proud of the changes we have made as an organization in the areas of diversity, equity and inclusion. In the future, AASPA will continue to:

### Learn

We are continuing to learn from our members about issues facing people of color in the areas of school personnel administration. We will continue to listen to our colleagues and share their voices and resources through a vast network of individuals focusing their efforts on Diversity, Equity and Inclusion.

### Share

As a membership body we will continue to give our time and resources to the advancement of Diversity, Equity and Inclusion (DEI) in PK-12 human capital leadership. This work can be seen through our professional development program and the infusion of DEI in all of our sessions and offerings. In addition we have added new professional development opportunities, geared towards the recruitment, hiring and retention of diverse candidates along with the leadership of DEI in school districts. We will continue to encourage and financially support more persons of color to enter the field of education and school leadership through our Leon Bradley Scholarship program.

### Advocate

AASPA will use our national platform to highlight issues of systemic racism in PK-12 human capital leadership. We will provide resources and elevate the voices of our leaders and members who are effecting change in their communities.

Now is the time to listen to those who have and are experiencing racism, step up to the plate, and use our influence and ability to make real change. We know there is so much work that needs to be done. It won't be enough until we see true justice. We plan to work every day to improve, learn and grow as an association and a community of educators.

As PK-12 educational leaders, now is the time for us to look at our policies that support systemic racism and do the true work of developing and implementing anti-racist policies that will promote equity, equality and inclusion. This includes removing barriers that consistently keep educators of color from receiving the same opportunities as their white counterparts.

Thank you for your membership and for your support. Please be sure to let us know how you would like to join us and get more involved.

Sincerely,  
AASPA Executive Board and Kelly Coash-Johnson, Executive Director

AASPA

## Book Review: Nine Minutes on Monday

by James Robbins

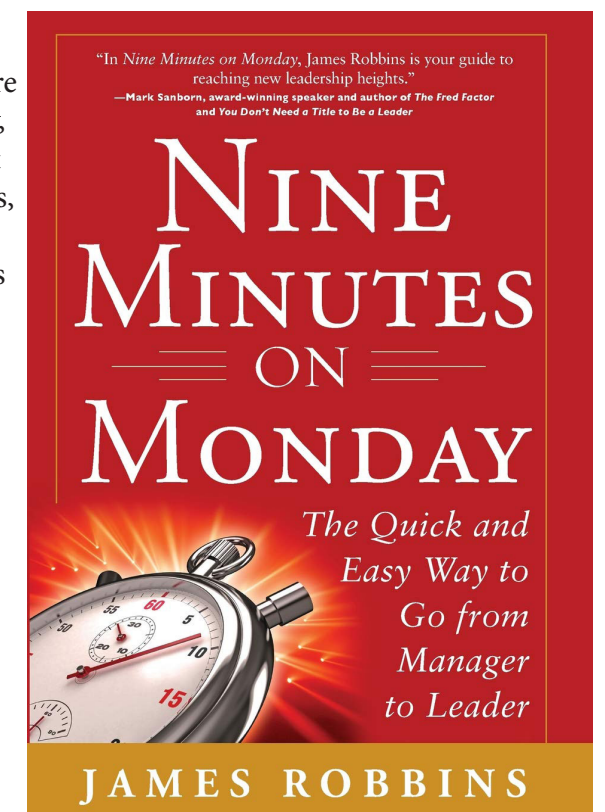
Reviewed by Dr. Amy Dillon

“

Out of all of the books I have read, *Nine Minutes on Monday* by James Robbins is the most simple and practical coaching manual on moving from management to leadership that I have found

As an administrator, I am constantly searching and researching for the latest and greatest advice on becoming a better leader. James Robbins belief that both low retention and poor performance is based in a lack of employee engagement is laid out in personal stories and anecdotes that are easy to understand and entertaining at the same time. Because leadership is the art of growing people, Robbins suggests that there are nine essential employee needs: care, recognize, grow, mastery, purpose, autonomy, model, fun and connect. Robbins asserts that by using engagement drivers that focus on the needs of employees, they will be motivated, inspired and engaged. By using a simple nine-minute template each week, a leader is able to keep the focus on employee needs. There is even a chapter on engaging a remote workforce.

*Nine Minutes on Monday* is a great read for beginning administrators and front-line supervisors, but also provides a motivational refresher for veteran leaders. I have done book studies using *Nine Minutes on Monday* with new and returning principals, classified staff supervisors and graduate students and they have all said the book provides practical tips that can be implemented immediately regarding leading and developing a team.



# ESPRESSO YOURSELF

October 13 - 16, 2020

Everyday we are called upon to lead using our HR knowledge and skills. Let us help prepare you for the challenges to come with answers to all of your HR needs. You will not find a conference of this caliber anywhere else. The American Association of School Personnel Administrator's Virtual Conference is the largest and most important event for school human resource administrators to learn from experts and professionals who understand your job. You will have first-hand access to proven HR strategies, best practices and the latest innovative ideas that you can replicate in your district to help you lead your department to success.

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- Ten 3-hour Pre-Conference Sessions
- Virtual Exhibit Hall to Explore and Chat about New Products & Services
- 3 Meals Provided by Grubhub
- Specialty Breaks including a Coffee Break Provided by Starbucks
- Networking Opportunities
- Diversity, Equity & Inclusion Reception
- Exhibit Hall Reception
- Welcome Reception

**All of this for only \$500 for members and \$750 for non-members!**

**Register Now!**

# AASPA's Virtual Conference Keynote Spotlight

**Karen McCullough**  
**Change is Good - You Go First!**

**Wednesday, October 14**

SPONSORED BY PowerSchool



Today, change is more complex, more frequent, and more overwhelming than ever before, and you may be suffering a dose of change fatigue. You may not be able to control the changes going on around you, but the good news is, you can control how you respond. Just as you update operating systems and smartphones, now is the time for a personal operating system update, and Karen can help! She is ready to share tools and rituals that will help you not just survive but thrive in this ever changing world.

**Dr. Adolph Brown**  
**Don't Judge a Book by its Cover! Uncovering Implicit Bias**

**Thursday, October 15**

SPONSORED BY TEACHERS of TOMORROW  
TEACHER CERTIFICATION

Dr. Adolph Brown has studied implicit bias for over three decades and has helped thousands of corporate and education professionals worldwide become more aware of the unconscious attribution of particular qualities to a member of a certain social group. Dr. Brown does not offer a training per se, as much as he offers a philosophy and an awareness to embrace when dealing with others. Dr. Brown acknowledges under certain conditions ALL of us have automatic associations that can influence our behavior - making individuals respond in biased ways even when they are not explicitly prejudiced. This is often referred to as "racism without racists."



**Heather Younger**  
**Changing "I Quit" to "I Fit"**  
**Five Powerful Strategies to Increase Employee Relations and Create an Energizing Workplace Culture**

**Friday, October 16**



Frustrated by the lack of engagement in your organization? Constantly battling high employee turnover? Is your employees' favorite pastime updating their resumes? In this entertaining and enlightening keynote, Heather reveals the underlying actions organizations can take to create a more engaged and loyal workforce. And it can be done even with budget restraints, remote work environments and adverse situations. That alone is worth the price of admission! Attendees will leave more motivated and energized to get to work in doing what they can do to create more positive experiences for everyone in the workplace.

**Annual Conference has great content and educational sessions. It is always good to leave a conference with real strategies and information that can be implemented in our own organizations!**

**Explore all things Conference at:**

<https://www.aaspaconference.com>

# Conference Schedule

All times listed are Central Time

## Tuesday, Oct. 13

- 9:00am – 12:00pm Pre-Conference Workshops
- 1:00pm – 4:00pm Pre-Conference Workshops
- 4:30pm – 5:30pm Welcome Reception

## Wednesday, October 14

- 9:00am – 10:30am Opening Remarks with Keynote Speaker  
*Sponsored by PowerSchool*
- 10:30am – 10:45 am Coffee Break  
*Sponsored by PowerSchool*
- 10:45am – 12:45pm Exhibit Hall Opening
- 1:00pm – 1:30pm Lunch, Awards, Recognition of Sponsors  
*Sponsored by Aetna*
- 1:45pm – 2:45pm Breakout Sessions
- 3:00pm – 4:00pm Breakout Sessions
- 4:15pm – 5:00pm Diversity, Equity & Inclusion Reception

## Thursday, October 15

- 9:00am – 10:30am President's Breakfast and Keynote Speaker  
*Breakfast Sponsored by EDUStaff*  
*Keynote Sponsored by Teachers of Tomorrow*
- 10:45am – 11:45am Breakout Sessions
- 12:00pm – 12:30pm Comedy Break  
*Sponsored by EDUStaff*
- 12:45pm – 1:45pm Lunch & Learn - Join ESS/Proximity Learning  
*Sponsored by ESS/Proximity Learning*
- 2:00pm – 3:30pm Breakout Session
- 3:30pm – 5:00pm Exhibit Hall Open
- 5:00pm – 6:00pm Exhibit Hall Reception  
*Sponsored by Frontline Education*

## Friday, October 16

- 9:00am – 10:00am Breakout Sessions
- 10:15am – 11:15am Breakout Sessions
- 11:30am – 12:30pm Exhibit Hall Open
- 12:45pm – 2:00pm Closing Ceremony, Keynote

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This program has been approved for recertification credit through the Human Capital Leaders in Education (pHCLE), the Human Resources Certification Institute (HRCI) and the Society for Human Resource Management (SHRM).

The use of this seal is not an endorsement by HCLE, HRCI or SHRM of the quality of the program. It means that this program has met HCLE, HRCI and SHRM criteria to be pre-approved for recertification. Certificates will be mailed following the conference.



# Pre-Conference Workshops

Immerse Yourself & Learn More - Tuesday, October 13

Go in-depth, learn more and expand your skills in our targeted pre-conference workshops!

## Morning Sessions 9 am – 12 pm

- 1. Bargaining Skills for the 21st Century**  
*Dr. Beth Porter & Lester "Buzz" Porter, Jr.*
- 2. Recruiting and Retaining High Quality and Diverse Workforce: Successes and Lessons Learned**  
*Steve Grubb, Chris Larsen & Sara Baker*
- 3. Title IX for School Personnel Administrators**  
*Jackie Gharapour Wernz & Shelli Anderson*
- 4. The Recruitment and Retention Challenge: "Will they stay or will they go?"**  
*Renee Russ, Joe Strickland, Dr. Shelly Norris & Mandy Carpenter*
- 5. Virtual Onboarding: Supporting New Hires in a Remote Environment**  
*Dr. Amy Dillon & Brian White*

\*For a complete description of the Pre-Conference Workshops, go to [www.aaspaconference.com/precon](http://www.aaspaconference.com/precon).

## Afternoon Sessions 1 pm – 4 pm

- 6. FMLA, ADA and Workers' Compensation: Untangling the Spider Web, Legal Update and Best Practices in Leave Administration**  
*Scott Macdonald, Esq.*
- 7. The Journey toward Mental Health Supports in School HR and Self-Care Guidance for the HR Professional**  
*Dr. Bill Redinger & Dr. Linda Kaiser*
- 8. Strategies for Creating Employee Experiences that Matter**  
*Emily Douglas-McNab*
- 9. A Comprehensive Training on the "EVIDENCE Model"**  
*Brian Bock*
- 10. Hot Topics in School HR**  
*Christian R. Shafer*

## Elite Sponsors



# 3 Ways to Network



## Welcome Reception

Tuesday, October 13 | 4:30 – 5:30 pm

The Welcome Reception will be a great opportunity to network with other conference attendees. Join us for an hour of fun and surprises!

## Diversity, Equity & Inclusion Reception

Wednesday, October 14 | 4:15 – 5:00 pm

Get ready to dance at our Diversity, Equity & Inclusion Reception! We will provide the music and networking. All you need to bring are your dance moves! This is a can't miss event!

## Exhibit Hall Reception

Thursday, October 15 | 5:00 – 6:00 pm

You won't want to miss the Exhibit Hall Reception! Learn favorite recipes from a mixologist and try your luck at trivia while chatting with our amazing business partners.

Sponsored by  frontline education.

*All times listed are Central Time*

# LET'S GET SOCIAL

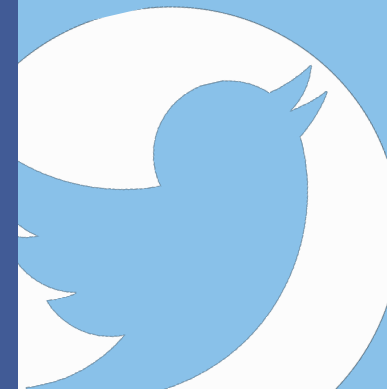
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