

# PERSPECTIVE

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

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## In this Issue:

- The Case for Teacher Residencies
- The New NCLB
- AASPA Board Nominations
- Introducing Generation Z
- Principles for Principals
- AASPA Award Nominations

**PERSPECTIVE**

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**President's Corner**

From the Desk of Dr. Justin Schooley, AASPA President



Happy New Year and Welcome to 2018!

As we “Master, Motivate, Move” toward celebrating another exciting year which will culminate in Minneapolis, Minnesota, for AASPA’s 80th Annual Conference, October 9-12, 2018, I find it necessary to reflect upon the previous few months. The business of our association does not end at the conclusion of the Annual Conference. One of the strands of our five-year strategic plan is to be the premier source for high-quality professional development for PK-12 HR leaders in schools. Our goal is to continue and expand to provide you with high quality professional development that fits your needs while incorporating the Human Capital Leaders in Education Standards. By doing so, we will create a value in the HCLE certification, so it will be recognized as a pre-eminent national PK-12 school HR certification. What better way to “Master, Motivate,

Move” than to participate in the high quality professional development provided by AASPA? Over the past few months, nearly 200 AASPA members continued to master their knowledge, skills, abilities and other characteristics (KSAOs) with participation in AASPA’s Human Capital Leadership Summit (in Albuquerque, New Mexico) and Boot Camp (in Savannah, Georgia). These two events provide our members with opportunities of mastering and moving an individual’s own professional development on varying levels from basics/beginning school human resources to advance maneuvers within human capital management leadership.

In addition, our state affiliates continue to provide our members with valuable general human capital management practices and state specific professional development opportunities all across the country. Speaking of state affiliates, at the January Board meeting of the AASPA Executive Board, associations from Iowa and Vermont submitted requests to officially become affiliates of AASPA. I am pleased to report, the Iowa Association of School Personnel Administrators (IASPA) and the Vermont School Human Resources Professionals, Inc. were unanimously approved as official affiliates of AASPA. We look forward to officially welcoming these two new state affiliates to our organization at the Annual Conference. A great example of how you can “Master, Motivate, Move” is with your involvement in your state’s organization.

For the past few years now, AASPA has been working to provide you with resources that support your professional development focused on the HCLE Standards, designed specifically for PK–12 education. These standards focus on four main categories: Performance Excellence, Strategic Staffing, Talent Management & Development and Culture & Total Rewards. If you have not yet reviewed the standards, I challenge you to take a few minutes to print out the standards from the AASPA website. As you review the standards, highlight the competencies you feel that you might not be as immersed in as you would like. I encourage you to let those areas drive your professional development needs as you “Master, Motivate, Move” towards the mastery of human capital management KSAOs.

Over and over, you have told us that having the opportunity to network with peers is one of the most valuable portions of an AASPA event. You do not have to wait until Minneapolis in October to network with your peers. AASPA hosts Twitter chats on the second and fourth Tuesdays of each month for one hour on various topics. Your participation is rewarded with the opportunity to network and connect with AASPA members from across the country, so join us at #k12talent as you “Master, Motivate, Move” your own professional development.

In closing, I ask, how do you “Master, Motivate, Move” your professional development?

Best regards with my sincere appreciation,

Justin L. Schooley, Ed.D.  
 AASPA President



# A CASE FOR TEACHER RESIDENCIES

## THE TIME IS NOW

By Sue Robertson, Director of Licensure, Corvallis, OR and Nell O'Malley, Chief HR Officer, Beaverton, OR

**W**e charge teachers with so much responsibility for the welfare of our children, yet we expect them to be fully capable of meeting all students' needs in their own classroom after just a three-six month student-teaching internship. Shouldn't we instead have them gradually ramp up so that once they have their own classroom they can meet all students' needs from day one? Would we accept this kind of "sink or swim" standard from other professionals? Would we knowingly submit ourselves – or our children – to a doctor or surgeon who had so little opportunity to practice and apply their craft before operating independently?

Doctors and teachers share a lot of responsibility for our children's welfare. It's time to demand more from our profession – as many other countries already have – by preparing teachers to fully address the needs of their students at the outset of their practice. In successful education systems around the world, parents and students expect teachers who are prepared to meet all students' needs. We too deserve professionals who understand and are able to address the unique needs of each of their students, regardless of their background, from day one.

We know the challenges. Our funding models don't

support a medical model for the preparation of teachers. Well, we can't afford not to better prepare our teachers. The costs of under-prepared teachers are far greater to the community – both in the impact on student learning and in staff turnover. Inadequately prepared teachers don't last. It's time to think differently about addressing teaching shortages. Instead of filling gaps, we should be thinking about keeping effective teachers in the profession. Better preparation yields more lasting results.

Several years ago, Oregon State University and the Beaverton School District entered into a unique teacher preparation partnership with the aim of recruiting a more diverse and resilient teaching workforce. With 41,000 students, 54 schools and 101 languages, Beaverton is the most diverse district in the state. Oregon State University, located about 80 miles south of Beaverton, is an international public research university in Corvallis, Oregon with a highly respected teacher preparation program.

### THE MODEL

Using a medical model as the prototype, the partners envisioned a two-year graduate teacher preparation model, beginning with elementary, to include the following components:

### YEAR 1:

- Teacher candidates are in the classroom two days a week for the full year.
- Teacher candidates are provided restricted substitute licenses so they can both offset living/tuition costs and receive additional classroom experience.
- Supervising teachers receive .2 FTE compensation for overseeing two teacher candidates and participating in planning and professional development outside of their contract.
- An interim outside evaluation is conducted.

### YEAR 2:

- Teacher candidates are in the classroom, preferably within the same school as Year 1, five days a week for the full year and are the teacher of record.
- Supervising teachers are assigned two classrooms, saving 1.0 FTE to be used as compensation: .4 FTE for each teacher candidate to offset living/tuition costs and .2 FTE for the supervising teacher to oversee two teacher candidates and participate in planning and professional development outside of their contract. If hired at the end of Year 2, teacher candidates are placed on Step 2 of the salary.
- A summative outside evaluation is conducted.

Teacher candidates who are hired by the district at the end of their two-year preparation program will be placed on Step 2 of the teachers' salary schedule in recognition of their extended classroom experience.

### EQUAL PARTNERS

From the outset, it was agreed both parties would be equal decision-makers. This meant both the university and the district are at the table for the selection of teacher candidates, the selection of supervising teachers and final placements. Doing these processes collaboratively, through a competitive process, not only assures the overall quality of participants, raising the status of the profession, but also creates mutual ownership for the success of the program.

### FIELD EXPERIENCE

A frequent concern about teacher preparation programs is the disconnect between the university coursework and the field experience. From the outset, the partners agreed to address this issue.

Supervising teachers are kept informed of all university requirements so they can be incorporated into the field experience in a timely and meaningful manner. In addition, the university utilizes the skills and expertise of district teachers to deliver coursework when appropriate. This model provides teacher candidates with instruction from practitioners currently in the field. Supervising teachers also benefit from the most current instructional research.

### DEDICATED RESOURCES

The partnership is funded entirely by district and university funds. Both partners committed to providing dedicated staff whose primary function is to support the partnership. Together, the district and university liaisons organize professional development and communication protocols between all participants. In addition, the university has a foundation to support financial needs of teacher candidates. The school district provides substituting opportunities and stipends for participants.

### KEY STAKEHOLDERS

Partnerships such as this require the support and buy-in of key stakeholders such as the teachers' association, university faculty, school staff and principals. The teachers' association needed assurance no teacher would lose a position or be involuntarily transferred to make room for a teacher candidate. Only schools with strong instructional leadership would be invited to participate. University faculty and principal input in program development would be honored. For both parties, compromises in the form of shared control have been explicitly made every step of the way.

### FUTURE GOALS

Ultimately, this program is intended to be a "grow our own" teacher preparation model with priority given to multi-lingual and multi-cultural candidates. To achieve this goal, the partners are hoping to open a secondary program in the fall of 2019, recruiting teacher candidates from the district's high schools. High schools will provide credit for coursework applicable to aspiring teachers. Students will be provided with multiple opportunities to be in the classroom, prior to graduation, ensuring they are pursuing a field of study matched to their skills and interests. They will also be offered summer employment opportunities to help support tuition costs.

## CHALLENGES TO ADDRESS

The partners will continue to seek adequate funding, maintaining it is less costly to adequately prepare teachers at the front end than to remediate them later or to not retain them. We will also need to develop a plan for ensuring participating schools have adequate staffing to maintain teacher candidates in the same school for their two years of preparation, avoiding the need to transfer them due to fluctuations in student

enrollment. We continue to focus on relationships to ensure effective communication with all stakeholders.

There is no question that the teacher is one of the most important factors in student success. Our students deserve teachers as fully prepared as doctors. There is too much at stake to consider anything less, because anything less is malpractice.



*Nell O'Malley currently serves as the director of licensure and field services, and senior instructor, in the College of Education at Oregon State University. Nell began her teaching career in elementary and middle school education, primarily focused on the humanities and arts. She later served as a school board member and chair, before moving into teacher preparation administration.*

*Sue Robertson currently serves as the chief human resource officer for the Beaverton School District in Beaverton, Oregon. Sue began her career as a middle school language arts/social studies teacher, later serving as a Talented and Gifted (TAG) specialist. With a Master's Degree in Educational Administration, she has been a middle school assistant principal and principal, a special education director and an executive administrator for K-12 schools.*



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# THE NEW NCLB

# HOW TO FARE BETTER AT THE TEACHER JOB FAIR

By Greg Dietz, Assistant Superintendent - HR, Park Ridge, IL

Every spring thousands of novice and experienced teachers take time away from their student teaching or professional duties to travel to an education job fair sponsored by a local university or large school district. In attendance are recruiters from schools all across the nation, both public and private. These recruiters spend big bucks purchasing fancy presentation booth displays, banners, table skirts, glossy brochures and tons of swag. For some districts, the goal is simply to find trained teachers to fill the many vacancies they expect for the upcoming school year. School districts like DeKalb County (GA) Schools, Indianapolis Public Schools, El Paso Independent School District, and Detroit Public Schools advertised the need to hire more than 300 teachers for the 2017-2018 school year! Yet, the bulk of the recruiters who attend teacher job fairs are from in-state school districts and are looking to fill a handful of positions or they're searching to find candidates for hard-to-fill positions. At the end of the day, some districts are more successful than others, if you judge

success based on the long lines of candidates waiting for their three minute "meet and greet" interview at the recruiter's table.

### The Ultimate In Swag

Very few teaching candidates attend a job fair expecting to be offered a contract without ever visiting a school or meeting the building principal; however, the goal of all teaching candidates is to land an interview with one or more school districts. In order to achieve that goal, job fair candidates must often stand in long lines waiting to speak with recruiters for a brief time before moving on to another school district's table. As they proceed through the day, candidates grow their collection of promotional swag eagerly being distributed by recruiters. Imprinted with the district's logo and website address, swag items such as pens, buttons, magnets, calculators, mints, lip balm and hand sanitizer start to fill the job seekers' backpacks. The purpose of such items is to remind the teachers to complete a job application and to help

# VIDEO





create a favorable candidate experience. Unfortunately, that swag can also serve as a reminder of a poor candidate experience and prompt that candidate to communicate negative things about that district to their friends or on social media. For example, a candidate who did not get contacted for an interview after spending time completing an application in response to the positive and encouraging comments he/she received from a recruiter is more likely to be reminded of that negative experience when coming across those swag items in his/her backpack. A 2016 study conducted by CareerArc (<http://sumo.ly/koZ5>) showed that nearly 60 percent of all job seekers have encountered a poor candidate experience with a prospective employer and 72 percent of those job seekers said they have posted comments about that negative experience on social media and shared those negative feelings with others. Those “other” people could very well have been the standout teaching candidates you were looking for, but never got to meet because they chose not to apply to your school district based on their friend’s experience.

Imagine if your school district had the capability to grant an authentic and comprehensive teaching interview to all job fair attendees. Imagine further the positive impressions those teaching candidates would have about your district if they knew their interview question responses would be shared with every building principal and/or subject matter department chair in your district. Better yet, imagine the magnitude of positive candidate experiences you would create if you informed the candidates that their interview responses would remain accessible to district hiring officials for the next 12 months and that you would share those interviews with other school districts who expressed a need to fill a position that your district did not have open. Now that’s the ultimate swag a candidate could receive from a school district when attending a job fair!

### THE NEW NCLB

One might question how a school district could follow through with their promise to conduct a comprehensive interview with every candidate who stops by their table at a job fair. The answer is that this can be accomplished fairly easily using the power of video interviewing technology.

Greg Dietz, Assistant Superintendent for Human

Resources in Maine Township High School District 207, has reinvented the job fair experience for teaching candidates. The “swag” he promises, in exchange for a candidate’s name, email address, and subject area, is a guaranteed interview consisting of several comprehensive questions that candidates can answer at any point over a seven-day period and from the comfort of their own homes using their smartphone or webcam-equipped device. Dietz harnesses the power of the RIVS Digital Interviews software to invite job fair candidates to participate in a pre-recorded, asynchronous video interview. “I like to think of RIVS as an acronym for Record, Invite, View and Share because that’s essentially how easy it is to use. It’s kind of like the old Ronco infomercial tagline.... just ‘set it and forget it’, until the completed interviews start rolling in,” he noted. “I need for our building principals and department chairs to hear the responses that candidates give to scripted interview questions. I also need them to get a sense of each candidate’s persona, level of enthusiasm and whether or not they have an engaging personality,” Dietz stated. “We recruit teachers who not only have a strong command of their subject area but also who can connect with kids and are engaging enough to encourage students to reach the high expectations that we set for them,” he added.

Instead of bringing a cavalry of administrators to a job fair, the recruiting table for Maine D207 consists of just Dietz and a few laptop computers. He is often seen speaking to a chorus of teaching candidates as he explains the district’s unique process, while other candidates are seated at his table entering their information into spreadsheets on his laptops. “We invite them all to interview for a job because we can,” said Dietz, noting that video interviewing technology has allowed him to dramatically increase the number of candidates who apply for open positions in his school district. In fact, last spring D207 received no less than 86 completed interviews from candidates seeking an assistant principal position. Dietz refers to this recruiting strategy as “The New NCLB meaning No Candidates Left Behind,” he jokes. “Wouldn’t you be more likely to apply for a job knowing you would be granted an interview,” Dietz quipped. This strategy helps D207 administrators select the best educators from a deeper pool of applicants.

To follow through on his promise, during the lunch

break and again immediately following the job fair, Dietz uploads the file of candidate information into the software and within seconds several dozen job fair attendees receive an email inviting them to complete a teacher job interview for Maine Township High School District 207. “I’ve had candidates stop by my table for a second time to let me know they received the interview invitation on their phone and that they planned to record their responses over the weekend,” said Dietz. That’s just one way D207 attempts to create a positive candidate experience for those who attend a job fair.

Since he works for a high school district in Illinois, Dietz does not recruit elementary teachers, but will invite them to interview if they inquire. “I once had an elementary teacher ask me if she could be emailed a video interview invitation just so she could practice her interviewing skills, and of course I agreed,” said Dietz. “It does not cost me anything extra, except a few seconds to email her the completed interview, but just maybe she knows a rockstar physics teacher or speech therapist out there that I desperately need and they will now apply to my district because of the goodwill I generated,” he added. Whether a candidate ends up getting a job in his district or not, Dietz wants them to be sharing positive comments about D207 regarding their experience during the selection process. Providing every job fair candidate with an opportunity to interview for a teaching position is just part of the brand the Maine D207 wants to promote.

### MORE BANG FOR YOUR BUCK

Instead of paying for the travel, lodging, meal and registration costs associated with sending multiple recruiters to a job fair, using the approach Maine D207 implements, school districts can get a bigger bang for their recruiting budget buck. Plus, Dietz gets to keep his principals and other administrators in their schools working with students and staff. “It’s a win-win-win in reality,” said Dietz.

In addition to the obvious advantages of time and cost efficiencies, Dietz uses the video interviewing software to promote his district’s brand and to provide candidates with a visual glimpse into the district’s climate and culture. Before candidates begin responding to the interview questions, they are shown a promotional video that is embedded within the video interview. Called a “welcome message” the promotional video allows candidates the opportunity

to learn more about the district’s three campuses, the mentoring and professional development programs, and most importantly, the students and staff. As Greg mentioned, “You just cannot replicate that with a telephone screening interview or through a brief chat at a job fair.”

### USING THE FLIPPED HR OFFICE APPROACH AT JOB FAIRS

Traditionally, school districts send recruiters to job fairs, both locally and out-of-state, in hopes of persuading teaching candidates to apply for one or more of their openings. At that point, district administrators spend time reviewing the information contained in the online application and the supporting documents that candidates upload to their profiles like resumes, letters of recommendation, transcripts, etc. Unfortunately, the research published by CareerArc shows that 72 percent of employers spend less than 15 minutes reviewing a candidate’s application information. As a result, many school districts end up bringing in candidates to interview in person only to quickly realize the candidates do not have the “it” factor necessary to consistently engage a classroom of students in the learning process. They may know their content area really well, but their ability to convey that knowledge to a diverse classroom of students is suspect, at best. Unfortunately, that district must carry on with the interview and wait for the next scheduled candidate to arrive.

If a picture is said to be worth a thousand words, it stands to reason that a video is worth a thousand pictures. The “flipped HR office” approach relies on providing authentic and comprehensive screening interviews to all job fair candidates and spending administrative time reviewing candidates’ responses. Only after being intrigued by a candidate’s interview responses is any administrative time spent reviewing the credentials contained within the online application. Using traditional methods, even with several administrators working the job fair, it is impossible to thoroughly interview every candidate who expresses interest in a school district. Combining video interviewing software and D207’s approach, not only can every candidate be provided the opportunity to interview for a position, but every building principal and hiring official in your school district will then have access to a library of candidate interviews for them to review after the job fair. It’s essentially the

interview that keeps on giving and job fair candidates love that benefit of video interviewing technology.

By implementing video interviewing technology, employers like Maine D207 spend more time ensuring candidates have the required persona and student engagement skills first, then they do a deeper dive into the credentials contained within their online applications. Unlike what often happens during an in-person or telephone screening interview, D207 administrators can quickly move on to the next candidate's video responses without appearing rude or disinterested to the candidate. Simply put, video interviewing allows school districts to increase the depth of their talent pool by encouraging and attracting more candidates to apply for their open positions.

### CRITICS CHOICE

Critics of video interviewing say candidates prefer face-to-face interviews. Greg does not disagree with that position. "I wish I had the time, money and manpower to provide a face-to-face interview for everyone who applies for a job in my district, but that's not a reality," Dietz retorted. "The most frustrating part of the job search process is spending several hours completing applications and never getting called in for an interview," explained Dietz. He added, "My experience with video interviewing tells me that people would rather be invited to participate in a video interview versus not getting a chance to interview at all."



Mr. Greg Dietz serves as Assistant Superintendent for General Administration at Maine Township High School District 207, a position he has held since 2005. With 23 years of administrative experience Greg's responsibilities include labor relations, contract maintenance, collective bargaining, talent acquisition, staff recruitment and policy development. Having been a founding member of the Illinois affiliate of AASPA, Greg served on the IASPA Board of Directors for ten years as a Member-At-Large and the Membership Chairman. A former D207 Teacher of the Year, Greg is in his 30th year serving students and staff in his school district.

**2018 Best Practices** - AASPA is now accepting articles for the 2018 Best Practices magazine. The annual publication features articles from members on strategies or programs on a particular topic. AASPA's Professional Development Committee has chosen, "Interviewing & Hiring Practices" as the theme for the 2018 issue. Possible topic ideas could include articles on:

- Job and Career Fairs
- Digital Interviewing or Using Technology to Interview
- Hiring for Diversity
- Hiring the Next Generation of Teachers
- Legal--What You Can't Ask in an Interview

If you are interested in sharing your experiences with AASPA members across the world, please consider submitting an article. Articles should be emailed to [molly@aspa.org](mailto:molly@aspa.org) by Friday, April 13, 2018.

For more information or a copy of the submission guidelines, please email [molly@aspa.org](mailto:molly@aspa.org).



# Accessibility & Translation Crucial to District-Employee Communication



By Zach DiSchiano, Communications Specialist, Austin, TX

Consider all the different pieces of information, both physical and digital, districts make available to their employees.

There are pay stubs, compensation statements, FMLA forms, job applications and many other items district staff members access routinely. That's the key word—access or accessibility. Can everyone, regardless of disabilities or language barriers, acquire the information they need? Or is the information districts disseminate only comprehensible to one segment of the workforce?

### Why accessibility matters

It's important for HR staff to ask questions internally about what their district is doing to accommodate employees. An increasing reliance on the internet as

a primary source for employee communication has compelled districts to make their web content more accessible.

While the Department of Justice (DOJ) hasn't made any official rules regarding website accessibility, there are still laws requiring districts to improve their online functionality.

The Americans with Disabilities Act (ADA) and Section 504 require public entities to ensure equal access to all online programs, services and activities for individuals with disabilities unless doing so would result in undue financial and administrative burden or fundamentally alter those programs, services, or activities.



## Consequences

Districts that don't accommodate individuals with disabilities or language barriers are vulnerable to formal complaints from employees, which could lead to an Office of Civil Rights (OCR) or DOJ investigation under ADA and Section 504. Subsequently, districts could face substantial settlement costs.

Two years ago, Seattle Public Schools settled a lawsuit estimated to cost the district between \$665,440 and \$815,400 to make its website more accessible, hire an accessibility coordinator and properly train staff members. This is basically a worst-case scenario and a result of underestimating the importance of a user-friendly website.

The Seattle case shouldn't cause districts to reverse course entirely, like the University of California at Berkeley did earlier this year. The university removed 20,000 videos from its website in response to the DOJ's demand for closed captioning, which ultimately reduced accessibility for everyone—certainly not the intent of the government's guidance.

## Taking the first steps

Districts should try to simplify their web content and refrain from implementing too complex a design for aesthetic purposes. According to the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.0, digital content is considered accessible if it meets four criteria:

1. **Perceivable:** Users can actually see/hear/experience the material.
2. **Operable:** Users can interact with and navigate the material.
3. **Understandable:** Users can comprehend the material and easily predict how it will behave.
4. **Robust:** Users can access the material successfully on many different kinds of devices (for example,

you don't lose content or structure when moving from a web browser to a screen reader).

There are a variety of online resources available to assist districts in making their websites more accessible:

- Web Content Accessibility Guidelines 2.0 (<https://www.w3.org/TR/WCAG20/>)
- Improving Accessibility and Social Media in Government (<https://www.digitalgov.gov/resources/improving-the-accessibility-of-social-media-in-government/>)
- WAVE web accessibility evaluation tool (<https://wave.webaim.org/>)

## Language barriers

While there's no general law mandating districts to translate all their communications and content for their employees, some laws require particular steps be taken. For example, the Family and Medical Leave Act (FMLA) requires employers whose workforce comprises a significant portion of employees who are not literate in English to provide certain notices in a language employees understand.

Districts with a high percentage of foreign language speakers should work to accommodate the communication needs of their employees. Translating relevant documents and web pages should be a priority districts address sooner rather than later.

Ultimately, the purpose of improving online accessibility issues and overcoming language barriers is to better serve district employees. And while there may not be explicit federal rules dictating changes, it's better to take precautionary measures and avoid potential lawsuits in the future by addressing these topics now.



*Zach DiSchiano is the communications specialist with the Texas Association of School Boards HR Services division. He is responsible for managing web content and social media accounts. He also serves as the editor of the bi-monthly HR Exchange newsletter. Prior to joining TASB, Zach worked as a journalist, page designer and copy editor. Zach graduated from Texas Tech University with a bachelor's degree in electronic media and communications.*

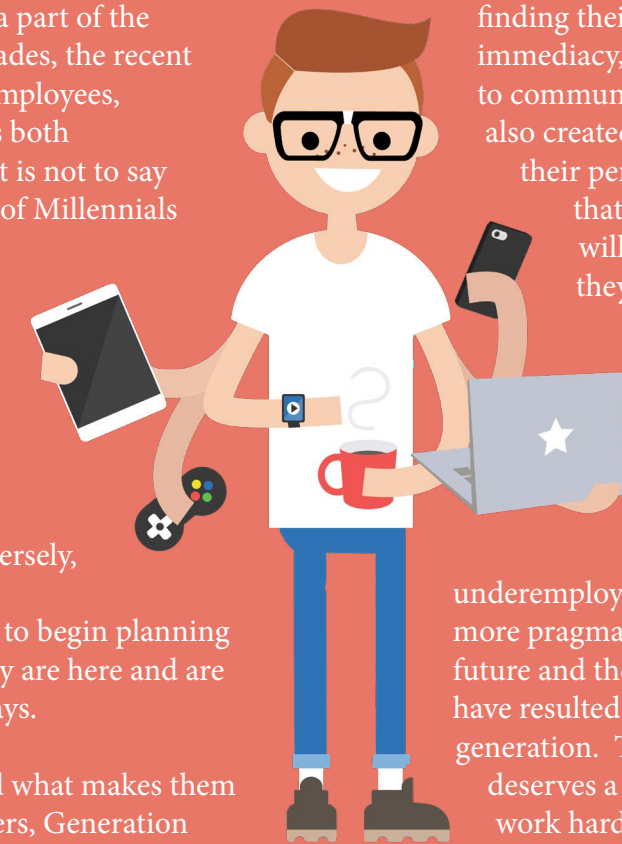
# Introducing Generation Z

By Eric Drewery, Ed.D., Director of Secondary Recruitment and Retention, Justin, TX

Information regarding Millennials in the workplace has been popular for several years. If you go to any state or national conference, you are almost guaranteed to find multiple sessions related to Millennials covering a range of topics that include recruitment, retention and organizational culture. However, when you consider the fact that the leading edge of this generation is entering their mid to late thirties and have been a part of the workforce for almost two decades, the recent popularity in Millennials as employees, especially in education, seems both insufficient and wanting. That is not to say that information on the topic of Millennials is irrelevant or unneeded. In fact, as Millennials begin to replace Generation X and Baby Boomers in management and leadership roles, understanding their generational dynamics and the role they play in the work environment is crucial. Conversely, with an estimated 72 million members, organizations need to begin planning for Generation Z, because they are here and are uniquely different in many ways.

So who is this generation, and what makes them so different from Baby Boomers, Generation Xers, and even Millennials? While the range varies depending on the source, Generation Z encompasses those individuals born between 1995 and 2012. In their book "Gen Z @ Work: How the Next Generation is Transforming the Workplace," Stillman and Stillman (2017) offer a detailed portrayal of Generation Z. According to the authors, Generation Z has never known a world without the internet and almost instant connectivity. For them, the virtual world is a part of their everyday reality. Living in this hybrid physical/virtual environment has created

a set of norms and expectations that are unique to this generation. They are accustomed to on-demand customization in almost all aspects of their lives. This expectation will remain when they enter the workforce. Likewise, instant access to YouTube and other online resources, where the answer on how to do almost anything is a click away, has resulted in a Do It Yourself generation that is used to finding their own solutions. This culture of immediacy, combined with instant access to communication and social media, has also created a fear of missing out in both their personal and professional lives that is unique to this generation and will need to be accounted for when they enter the workforce. Another distinctive aspect of this generation is their overall outlook on society. Growing up in the post 9/11 era, living through a severe recession, and watching Millennials struggle with college debt and underemployment, this generation is much more pragmatic in their view of the world, their future and their employment. All these factors have resulted in a very driven and competitive generation. They know that not everyone deserves a trophy and they are ready to work hard to get ahead in a competitive job market. However, they will be doing it in a way that is immersed in technology and individual to them. Interestingly enough, there are many similarities between these generations as well. Bresman and Rao (2017) noted similarities in Generation X, Millennials and Generation Z in regards to leadership ambitions, entrepreneurialism and the importance of flexible working arrangements. However, while many of their views may be similar, the lenses through which they are viewed are very different.





It is important to start thinking about the integration of Generation Z into the workplace. Not only do organizations need to contemplate how to recruit and retain this generation, they need to be prepared to address potential organizational struggles. Considering the likelihood of Baby Boomers, Generation Xers, Millennials and Generation Z working within the same organization, if not the same team or department, employers need to be prepared to address multiple aspects of organizational health. Each generation has a unique perspective on those

different components, and trying to utilize a one size fits all approach could prove to be counterproductive, especially considering the hyper-customization expectations of Generation Z. This is not a new concept. Every generation has required the need for organizational adjustments. However, the time for this discussion regarding Generation Z is now. This is a driven and hardworking generation that is going to have a phenomenal and positive impact on society and the world. Is your organization prepared to harness and utilize their potential?



*Eric Drewery, Ed.D. has worked in Northwest ISD since 2008, when he started as an assistant principal at Medlin Middle School before becoming its principal in 2012. He was named the director of secondary recruitment and retention in 2017. Prior to his career in Northwest ISD, Dr. Drewery worked in Katy ISD as a special education teacher and student support specialist. He has also previously worked for Stafford Municipal School District. Dr. Drewery has a doctorate in educational leadership from NOVA Southeastern University, a master's degree in social work from the University of Texas at Arlington, a bachelor's degree in social work from the University of Texas at Austin. He has presented at numerous conferences across the state on a variety of topics, such as ePortfolio development for students, and served on the Texas Visioning leadership and community development team. In 2015, he was named the Region XI Middle School Principal of the Year.*

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# PRINCIPLES

## FOR PRINCIPALS

By Robert A. Rammer, Ph.D., Assistant Superintendent, Wheaton, IL

The need for high quality school principals has never been greater. The demands for accountability on all fronts have raised the stakes for principals to a new high. Colleges and universities are revising their certification programs to better prepare candidates for these changing demands. States are increasing licensure requirements in the hopes of improving the quality of the candidate pool from which principals are selected.

Experienced principals often report that, although well intended, the formal training or degree programs designed for aspiring principals did not prepare them for what they faced when they walked into their first principal position. However, there are some practical, pragmatic aspects to being a school principal that fall outside typical college syllabi.

In more than 40 years in education, both as a principal and as an assistant superintendent who hires them, I've found some real-life guiding principles that have served successful principals well for years. These principles can be the guideposts for principals as they fill the roles of leadership in their schools.

**Everything is now your responsibility. If something goes well, give others credit; if something goes wrong, it is your responsibility. Accept it.**

This may not seem to be fair – but it is true. No one wants or likes to work with someone who takes credit for accomplishments at the expense of others or points fingers when things don't go well. Everything means just that – everything. If a parent calls about the cleanliness of her child's classroom, it's your

responsibility. You can't blame the teacher or your custodian. Even if you don't supervise the custodian, it's your responsibility because it occurred in your school. Find a way to fix it. You are responsible for your school. If it's not clean, it's your job to see that it is. If your test scores improve, it's because the teachers and students worked hard, not because you're a great instructional leader – even if you are. Although you trust your teachers and your staff to do their jobs well, mistakes happen and as the building leader, you must step up and take responsibility for every aspect of your school. Shower praise – take the blame.

**Walk your talk.**

**Do what you say you will do before it is due.**

Your staff will look to you to help them. People want to be able to count on their principal to deliver. You can't expect your staff to meet deadlines, if you don't. Trust is a major component of leadership.

**Lead by example.**

People will gauge their trust by what you do, not by what you say you will do. We have all seen people who talk a good show but have little evidence to support their claims. For example, if you expect your staff to be on time and put in a full days work, they need to see you at school when they arrive and there when they leave. It makes for long days, but that's the job. If you expect staff to be kind and supportive with students, they need to see you model that behavior when you talk with your secretary, a parent or a custodian. Modeling behavior is more powerful than issuing directives or orders. People watch what you do more than they listen to what you say.

**Your most important job is to pick good people to work with children.**

Hiring is the most important job we do in education. That's not to take away from what goes on in the classroom or around your building; however, if we do not hire great teachers there won't be great instruction. A teacher will affect the lives of hundreds and sometimes thousands of children and will cost a district over \$1 million in a career. Take time to learn how your district selects staff. Take your time and do not accept a mediocre candidate. Whether it is a teacher, secretary or custodian, they will have an impact on students and the climate of your school. Hiring a secretary or custodian is as important as hiring a teacher. Be thorough and selective.

**Find ways to help others do their jobs better.**

One of your major jobs is to help your staff do their job. You are the resource gatherer for others. When you hire people to teach children, you should find ways to maximize their time teaching. Trying to find an extra chair for a student who enrolls midyear is not good use of their time. If you hired a carpenter to build your house, you wouldn't ask them to cut down the trees for the lumber. Their job is to build, not find the supplies. As the building leader, one of your jobs is to find the best people for your school, find the resources they need to do their jobs and then let them work at what they were hired to do.

**Protect your staff from distractions, disruptions and chaos.**

Distractions, disruptions and chaos reduce productivity and require people to spend time on things that are not what they were hired to do. As the building leader, your responsibility is to pave the way for others to work efficiently, effectively and reduce as much of the chaos and stress as possible. Protect instructional time from PA announcement, unannounced visitors or phone calls. It's like the mechanic who keeps the gears oiled and fuel tank full so the engine can run at its maximum potential.

**Elephants don't bite - it's the mosquitoes that will get you. The details of your job can be the measure of your success or failure.**

Sometimes principals get caught up on the big picture of their job and forget the little details that keep the system running. Often, the little details, the unglamorous parts of the job, are what derails an operation or causes a staff to lose support for their leader. Not getting classroom supplies ordered in time for the start of school would cause great stress on teachers. Forgetting to sign the transportation order for a field trip bus would result in some upset children, teachers, and parents. Knowing that the details of running a school are taken care of is comforting to staff, makes their jobs easier and allows them to concentrate on student learning. A caution - many of these details are embedded in the paperwork and bureaucracy of a school that is usually managed in the office, behind a desk. Avoid being trapped there. You must be visible to students, staff and parents. Swatting the mosquitoes in your office is no excuse for not being out in the building. Do the paperwork when everyone is gone or when you get home.

**Beware of email. Talking is best (assume that what you write will be published in the newspaper).**

Although email, texting and the like, can be efficient, in many cases the potential harm can out way the benefits. I've come to the conclusion that the "e" in email stands for "Evil." How many times have you or others

misunderstood the intent of an email message because there was no opportunity to see the sender's expression or the raised eyebrow? More troublesome, people often say things in an email or text that they wouldn't say in person. It is a sterile form of communication that prevents dialogue, discourse and personal interactions. It may be easier to sit at your desk and send an email to a teacher down the hall, but think of the impact you could have by getting up and visiting that classroom. You may see other teachers on the way who might have a question to ask or you may find a student who needs some help. You may also get some exercise and we all need more of that.

"A teacher will affect the lives of hundreds and sometimes thousands of children and will cost a district over \$1 million in a career. Take time to learn how your district selects staff. **Take your time** and do not accept a mediocre candidate."

Accepting that electronic communications are not going away, keep in mind that what you write in an email will: 1) be permanent (even if you delete it, it exists in cyberspace forever); 2) not be private (it most likely will be shared with someone else and there may well be blind recipients attached); 3) often be misunderstood; 4) very likely be used to judge your writing and communication skills; and 5) possibly be found in the local or national newspaper without your permission.

As open record laws and the Freedom of Information Act become more explicit, it is clear that your electronic communications are subject to review by your employer and the public. Talking about a recent shopping experience, your school's March Madness pool, or the Friday happy hour location in an email among staff could come back to haunt you.

### You are working 24/7 whether you think so or not; look and act accordingly.

When you become a principal, you have agreed to lose some of your personal privacy – it goes with the position. People will no longer look at you the same as they did before you accepted this position. Everything you do at work, at home or in the community will be viewed with your 'principal hat' on. You cannot take it off. When you run to the grocery or hardware store on Saturday morning and bump into a parent or

student, you're still the principal (even if you don't live in the district). When you take your spouse out for an evening and have a cocktail before dinner, you're still the principal. When you go to a neighborhood barbeque, you're still the principal and people will judge you and what you say through that lens. Does that mean that you need to dress up to mow the lawn or not have a glass of wine with dinner? Of course not. It does mean that you need to be aware of others' perceptions. Is that fair? Probably not. Nevertheless, that's the way it is. You are now a public figure, an ambassador for your school and the profession, 24 hours a day, seven days a week. If you want people to understand that education is a profession, you must portray that image as the principal. Dressing professionally sends a message to your staff, your students and the community that being an educator is important and that you respect the privilege you have been given to serve children and your society.

When the press reports about a principal being arrested for DUI on the front page of the newspaper, the entire profession is judged and tarnished. Unfortunately, we are judged by the least of us. Live your life as a model for the profession and never allow yourself to be the subject of a negative story on the front page of your local newspaper.

### The metaphor of the "team" (athletics) is better than the "family" for schools. Value the difference.

Schools are often self-described as being "like a family." They suggest that caring about each other is the way families care about each other. Caring about each other is important and a worthy quality for a school. However, in this day of accountability and achievement, there may be a better metaphor to use. Members of an athletic team care about each other too. The difference between an athletic team and a family is that teams have goals, objectives and direction. Families generally do not. Teams consist of players who are assigned positions based on their skills and abilities. The player with the best arm is usually the quarterback. The player with the best hands is the receiver, etc. Collectively, even with their varying skills and responsibilities, each player must contribute to the success of the team – to win a game or championship. What would be the goal of a family? Some families, although they may care about each other, may also be dysfunctional, making goal attainment or achievement difficult at best. A school is a collection of individuals, each with a set of skills, talents and responsibilities. Each person (player) is assigned a job/responsibility (position) that contributes to the success of the school. Whether as a teacher, aid, secretary, custodian, food service employee or principal, each of these positions contribute to the achievement of the schools goals – just like a team. There is a difference.

### Change little at first.

There is a tendency for principals to move into this new position, especially in their first administrative jobs, with a list of items that, "When I'm the principal, I'll do it differently." They are anxious to have an impact. New principals are filled with hours of graduate course knowledge, experiences from watching their own principals do things well or not so well and an ego that suggests that they could do it better. The problem is that each school is different and what may work at school "A" may not work at all at school "B," or vice versa. In addition, each school has a culture, climate, and milieu that must be learned and assessed. This will take time. Conventional wisdom suggests that it is wise to observe as much as possible during the first year before changing much of anything. The risk of changing something early is that it may be a long-standing "tradition" that you haven't learned about yet and you may unknowingly offend staff. It is much safer to observe as much as

possible in the first year to learn the sacred rituals of your new school before rushing to alter the culture of the building. Stepping on toes early in a new position can cause irreparable damage. Certainly, this principle does not mean do nothing for a year. Change what must be changed – just be careful and thoughtful in the process.

### Listen more than talk.

Although parents and staff want to know about the new principal, it's important for you to listen more than talk. It's the only way to find out about what's important to the school you are joining. Remember, they were there before you and have a way of doing business that has suited them. Learning what they value and hold important shows respect for them and gives you information about your new staff and what's important to them.

### Say thank you a lot.

Gratitude goes a long way. No principal can function, much less be successful, without others. It is important to be sensitive and appreciative of the efforts the people in your building. A little note, a card or the face to face, "thank you" let's people know that you understand their contribution and value their efforts.

These principles can serve as your oars while you navigate the waters of your principalship. If considered and followed, they will keep you afloat and headed in the direction of success.

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For more information on positions, criteria, timeline and to complete the application, go to [aaspa.org/about-us/aaspa-governance/](http://aaspa.org/about-us/aaspa-governance/)



*Dr. Rammer has been in education for more than 45 years, in two states and several districts. Currently he is the assistant superintendent for Wheaton-Warrenville Community Unit School District.*

*For the past 16 years, he has been an assistant superintendent in charge of hiring principals and served as a high school principal for 21 years.*



# HUMAN RESOURCE MANAGEMENT PROJECT

By Patrick Gibbs, Special Education Site Leader, Mesa, AZ

Job retention in the realm of education is of grave concern. There's conflicting data that varies as to the results of teacher retention, the most dramatic study reporting that 75 percent (Burke, 2016) of special education teachers leave the classroom by year 10, and the least dramatic reads that 15.7 percent (Barnum, 2016) of all teachers leave the classroom annually. Human resource departments in school districts around the country have started to look at talent management strategies to help the retention of teachers. "The benefits of an effectively implemented talent management strategy include improved employee recruitment and retention rates, and enhanced employee engagement. These outcomes in turn have been associated with improved operational and financial performance." (Hughes, J. & Rog, E., 2008). It is important for school districts, and local governments to understand the impact that talent management teams can have on students and the community. Many school districts have extensive programs to help develop and build competent new teachers, which costs the districts valuable time and money. If the resources and efforts towards supporting these teachers are only used for one to two years because teacher retention is so poor, then the district is wasting their resources. Talent management teams are rethinking how to retain teachers which if done correctly can change the paradigm of teacher retention.

There is much debate regarding how school districts that are looking into talent management can operate. "... if the talent management system is applied to all of an organization's employees (i.e. including poor performers as well as top performing employees), it is difficult to differentiate talent management from conventional human resource management." (Collings, D.G. & Mellahi, K. 2009). Collings and Mellahi argue

that it's difficult for talent management teams to look at all levels of workers, including both the top performing employees and the poor performing employees. If school districts are concerned with retention, the focus needs to be placed on the top performing employees and make sure that they stay in the school district to continue their positive impact on the students and the community.

Talent management teams need to ask the important question of why teachers are leaving the profession.

"In the past few years, several major studies on employee retention have been completed, each purporting to identify the 'top five reasons why employees leave' (Frank et al., 2004). While the studies vary in their details, they all tell the same story. Employees depart because their current employment proposition — some mixture of tangibles (pay and benefits), and intangibles (supervisor relationship, work/life balance, work content, career path, trust in senior management) — is unsatisfactory, and they have the opportunity to join another organization where, presumably, that employment proposition is better (Kaliprasad)." (Oldapo/Strayer University, 2014).

The intangibles listed in several major studies, being supervisor relationship, work/life balance, work content, career path and trust in senior management can be positively changed through diligent work on behalf of strategic actions on the school district's behalf. Addressing the supervisor relationship and trust in senior management need to be addressed through meaningful trainings on the importance a educational leader can have on the teachers, which directly impacts the students, which directly impacts the community. Administration and educational leaders have the important responsibility of making

teachers jobs easier through handling discipline problems difficult parent interactions, and one that is often overlooked — teacher growth and development. "Career development also can help with retention because employees can develop a sense of loyalty for employers who are willing to invest in them. Likewise, when it is time to hire new employees, career development programs can be attractive to job-seekers." (Gomez, 2014). Every teacher wants to improve their craft, wants to benefit their students as much as possible but often find themselves overwhelmed with tasks such as paperwork, grading, behavior management and various other documentation asked by the school district. Educational leaders can help to develop teachers careers thus creating a sense of loyalty from the teachers to want to work hard and stay in the district. Teachers want to feel valued and want to strive for personal growth including more options than just administration. "The idea of the career ladder is ingrained in company culture, but it can stifle employees who want to explore different career paths. An alternative to the ladder is a career lattice, which encourages sideways moves in addition to upwards

movement." (Gomez, 2014). Many teachers feel that the only job growth is through climbing the ladder, and becoming part of the administration team or some other educational leader. It's important for talent management teams to create and introduce a career lattice, instead of only a career ladder. Teacher coaching, reading specialists, curriculum designers, technology experts — the list of different options that can help professionals in education grow their strengths, have the option to change their position and not "climb the ladder" will drastically reduce the amount of educators leaving the profession.

The impact that teachers leaving the field of education is dramatic and harmful: for financial reasons, the negative impact on students and the negative impact it has on existing teachers. Talent management teams need to continue to work dilligently and creatively to retain teachers. Through job development and making educational professionals feel valued and that they have options, talent management teams can truly change the paradigm of teacher retention.



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Patrick Gibbs is the special education site leader at Mesa High School, located in Mesa, Arizona. Previously, Patrick has worked as a self-contained emotional disabilities special educator, as a state competing head coach for Academic Decathlon, and as an English teacher in China. As special

education site leader, Patrick currently oversees and supports 56 staff members and helps to support approximately 550 complex students. Instructional coaching, behavior management interventions, supporting social and emotional learning, collaborating with general education teachers and document compliance are tasks that you can find Patrick indulging in on any given day at Mesa High School.



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## Book Review:

# Leadership 101: What Every Leader Needs to Know

By Carrie Durley

No matter who you are, you can lead and lead well. That is the message of Leadership 101: What Every Leader Needs to Know by John C. Maxwell. It is a valuable resource to help develop your leadership ability and increase your personal and organizational success. In a concise, straightforward style, Dr. Maxwell focuses on essential and time-tested qualities necessary for true leadership. These include influence, integrity, attitude, vision, problem-solving and self-discipline. He also guides readers through practical steps to develop true leadership in their lives and the lives of others. The beauty of this book is that Maxwell talks with you, not at you, and at the same time challenges you to become a better version of yourself. Along the way, he shares stories to bring the ideas to life and to share how he learned these lessons from the "school of hard knocks" and from multiple mentors.

Maxwell believes that leadership is a set of skills which can be learned and improved but takes time. Some people, though, are born with greater natural gifts than others, which can make the learning process easier and less time consuming. At any rate, it doesn't happen overnight, is developed daily and is not static. This means that you can get better regardless of where you start. This is true even for people who are considered good leaders. To become a good leader, you must develop self-discipline, and no one obtains success without it.

Maxwell theorizes that there are four phases of leadership growth:

### Phase 1 – I don't know what I don't know:

These people don't know the value of leadership or the opportunities they will miss by not educating themselves in leadership.

### Phase 2 – I know what I don't know:

These people know they need to learn how to lead.

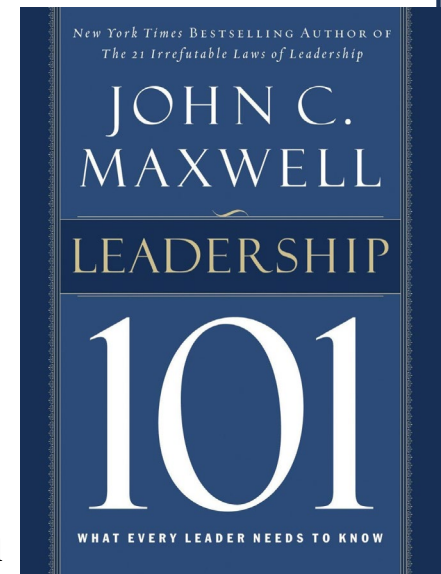
### Phase 3 – I grow and know, and it starts to show:

These people are eager to learn and should continue to learn all their lives. They learn to be great leaders, but it will take time.

### Phase 4 – I simply go because of what I know:

By the time a person reaches phase 4, the ability to lead is almost automatic.

Maxwell states that real leadership is being the person who others will gladly and confidently follow. They follow because of what you have done for the organization and sense success. They like you and what you are doing. Problems are fixed with very little effort because of momentum.



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