FCC Votes to Expand School Broadband Access

E-Rate to get its first funding increase since 1999

In a big win for U.S. schools, the Federal Communications Commission (FCC) expanded funding to improve school broadband access and ensure reliable Internet for all students nationwide. The vote follows more than a year of tireless advocacy by NASSP and other education groups.

In a 3-2 party-line vote at its December 11 meeting, the FCC approved chairman Tom Wheeler’s proposal to increase funding for the federal E-Rate program by $1.5 billion, bringing the annual total to just under $4 billion. NASSP has long supported the E-Rate program and urged the FCC to provide additional funding to meet the growing need for Internet broadband and Wi-Fi services in our nation’s secondary schools. Over the past year, NASSP has called on the FCC to immediately and permanently increase the program’s annual funding level.

“The FCC vote reflects our national commitment to educational excellence and equity,” said NASSP Executive Director JoAnn Bartoletti. “A solid technology infrastructure in schools places a world of knowledge, expertise, and resources at students’ fingertips, and empowers students to develop and practice the skills they need to meet the high standards for college and career readiness states are currently implementing.”

NASSP Digital Principal Daisy Dyer Duerr, principal of St. Paul High School in Arkansas, addressed the FCC about the importance of reliable broadband for students in remote, rural areas.

“Broadband has been a real challenge for us,” Duerr told the FCC just before the vote. “And for my small, rural school, reliable broadband is the only way to connect students with people and resources to which they would not otherwise have access.”

Funded at $2.25 billion annually since 1999, the E-Rate program was level-funded until 2010, when it began receiving annual inflationary increases. Total funding for the program in FY 2013 was $2.43 billion, less than half of school and library demand for that year.

Without the ability to access greater bandwidth speeds in classrooms, our nation’s students are hamstrung in their efforts to use digital textbooks, participate in online and distance learning courses, and take online assessments. In addition, NASSP has consistently maintained that E-Rate’s annual funding cap, essentially unchanged from its inception, is grossly inadequate to fund the bandwidth increases so many schools require with the growing use of laptops and digital devices.

Through the Education and Libraries Network Coalition (EdLiNC), JoAnn Bartoletti and NASSP’s advocacy staff attended meetings with chairman Wheeler and his staff to advocate on behalf of E-Rate beneficiaries—schools and the students they serve. NASSP also submitted comments in response to proposals to modernize the program that were released earlier this year and has urged principals to talk about the importance of the E-Rate program in meetings with their federal legislators.

Despite this favorable vote, NASSP advocacy efforts will continue as the new Congress is expected to review the FCC’s actions in 2015.

At a Glance

The High-Speed Internet Connectivity Gap

According to a fact sheet from the Federal Communications Commission (FCC), 68% of all districts say that not a single school in their district can meet high-speed Internet connectivity targets today. The gap is biggest in rural and low-income areas, where libraries and schools must upgrade their infrastructure to access new educational tools and technologies available online. The E-Rate program highlighted above seeks to address this issue.
During the holiday season 1, like most of humanity it seems, did a portion of my shopping on Amazon.com. It is undeniably an exquisite shopping experience. The site is seamless and the recommendations are so precisely tailored to my interests that it is almost as if Amazon knows me.

Almost.

Of course, Amazon does not know me. It has collected certain data about me and calculated my interests based on previous visits. But I am much more than just the sum of my preferences of book topics, movie genres, and countertop appliances. I have goals and aspirations, pressure points, motivations, shortcomings, and everything else that makes a person a person. So while the Amazon experience is customized, it falls far short of being personalized.

A similar debate is now under way in the world of education. In an era of big data, principals’ inboxes are barraged with promotions for “personalized” learning solutions that are sometimes little more than adaptive technologies. A term that once represented a noble educational aspiration has unfortunately been co-opted by an industry that regards it as little more than marketing lingo. Will Richardson identified the dichotomy—characterized as delivery vs. discovery—several years ago in his e-book Why School? Where technology is just a tool to more efficiently deliver content, personalized instruction adapts content and problems to individual students based on their assessed skill level. This model focuses on the most quantifiable learning tasks: information acquisition, basic skills, a bit of critical thinking, and analysis accomplishments that can be easily identified and scored. Richardson contrasts this model with a more genuinely personalized, technology-enabled approach to education:

“In this new narrative, learning ceases to focus on consuming information or knowledge that’s no longer scarce. Instead, it’s about asking questions, working with others to find the answers, doing real work for real audiences, and adding to, not simply taking from, the knowledge that the Web is becoming. It’s about developing the kinds of habits and dispositions that deep, lifelong learners need to succeed in a world rich with information and connections. The emphasis shifts from content mastery to learning mastery. That means students have more ownership over their own learning, using their access to knowledge and teachers to create their own unique paths to the outcomes we, and they, deem important.”

These last few lines echo NASSP’s definition of personalization, which we have promoted since the 1996 launch of Breakout Rankings—one that emphasizes student empowerment and discovery according to a student’s own needs and interests. Such learning can flourish only in a supportive environment that places a premium on caring relationships.

Fortunately, recent conversations have renewed personalization in the context of educational technology. The program Next Generation Learning Challenges identifies four attributes of personalized learning:

• Learner Profiles: Students’ strengths and weaknesses, motivation, and goals are visible to them and their teachers. Profiles are files refreshed.

• Personal Learning Paths: Each student follows a path through content and skills in ways that work best for him or her. Though students’ paths vary, the destination is the same—clear, high expectations.

• Competency-based Progression: Student learning is continually assessed against clearly defined expectations and goals. Each student advances as he or she demonstrates mastery.

• Flexible Learning Environment: Time, space, and instructional modes flex with the needs of students and teachers rather than being fixed variables.

These attributes move us closer to restoring the person in personalization. Yet, while the definition is still up for grabs, school leaders must remain vigilant to ensure there is substance behind the label of any program they select.

The delegation probed the topic of teacher evaluation as well. In a blog post, Buie wrote, “teachers ‘discussed the autonomy they had to teach their lessons … one teacher shared she had been teaching for 13 years and never had an adult observe her in her class and had never been through an evaluation process.’” One principal explained, “If teachers are not doing well, the students and the parents will let the principal know. If they hear concerns with the same teacher a few times the principal will step in to meet with parents, students, and the teacher. Teachers don’t want to have that conversation.”

Delegate asked one principal about a standardized testing and its influence on measuring performance. He responded, “We are doing well on the PISA because we are studying for LIFE, not the TEST.”

Buie observed, “At a very young age, students are expected to be responsible for their own learning.”

With regard to special education, Buie said, “Finnish schools identify problems and remediate early. We were told multiple times that 75 percent of P–2 students have special services. … U.S. schools are not remotely resourced to engage in that scale of early intervention. They are much more proactive than reactive.” Thus, the need for special services declines as students progress.

The delegation included Kevin Shelton, principal, Johnsburg High School in Johnsburg, IL; Diane Cooper, principal, St. Joseph Academy in St. Louis, MO; Ann Davis, clinical assistant professor, University of North Carolina, Greensboro; Carol Rigby, headmaster, Taveres and Apopka Middle/High School in Gallman, MS; and Bill Truesdale, principal, Chicago Public Schools, each paid his or her own way.

In Finland, a nation of 5.4 million, all individuals receive a totally free education. Kevin Shelton explained in a blog post, the education system is based on a “framework curriculum they started in 1994 and updated in 2003 … teachers get to choose how to meet that framework in their classroom. Some use textbooks, some use the Internet.” After ninth grade, students are competing for placement in a traditional secondary school or vocational school. Competition to become a teacher is fierce, with 4,000-plus students vying for 700 positions in intensive teacher training programs.

Buie concluded, the Finnish students “don’t have the baggage ours do. They are supported and they know that if they work hard, they can get to college and fulfill their dreams. Food and health are taken care of. They arrive at school ready to learn. The differences in poverty levels between our two nations is huge.”

Trust is Hallmark of Finnish Education System

In a society where trust prevails among educators, students, and parents, a delegation of six NASSP members had an eye-opening visit to Finland in November.

Led by NASSP President G.A. Buie, the American visitors got an up-close-and-personal look at Finland’s education system to find out what works and—given their reliance on trust—to learn whether accountability measures play a role for students, teachers, and administrators. Buie reported, “Trust was a consistent theme throughout our visits. There is a mutual trust among parents, teachers, and principals. This is a stark contrast to the top-down, test-driven accountability we have here in the United States.”

Message From the Executive Director

Keeping the Person in Personalized

JOANN BARTOLETTI

• In a society where trust prevails among educators, students, and parents, a delegation of six NASSP members had an eye-opening visit to Finland in November.

Led by NASSP President G.A. Buie, the American visitors got an up-close-and-personal look at Finland’s education system to find out what works and—given their reliance on trust—to learn whether accountability measures play a role for students, teachers, and administrators.

Buie reported, “Trust was a consistent theme throughout our visits. There is a mutual trust among parents, teachers, and principals. This is a stark contrast to the top-down, test-driven accountability we have here in the United States.”

Trust is Hallmark of Finnish Education System

The delegation probed the topic of teacher evaluation as well. In a blog post, Buie wrote, “teachers ‘discussed the autonomy they had to teach their lessons … one teacher shared she had been teaching for 13 years and never had an adult observe her in her class and had never been through an evaluation process.’ One principal explained, “If teachers are not doing well, the students and the parents will let the principal know. If they hear concerns with the same teacher a few times the principal will step in to meet with parents, students, and the teacher. Teachers don’t want to have that conversation.”

Delegate asked one principal about a standardized testing and its influence on measuring performance. He responded, “We are doing well on the PISA because we are studying for LIFE, not the TEST.”

Buie observed, “At a very young age, students are expected to be responsible for their own learning.”

With regard to special education, Buie said, “Finnish schools identify problems and remediate early. We were told multiple times that 75 percent of P–2 students have special services. … U.S. schools are not remotely resourced to engage in that scale of early intervention. They are much more proactive than reactive.” Thus, the need for special services declines as students progress.

The delegation included Kevin Shelton, principal, Johnsburg High School in Johnsburg, IL; Diane Cooper, principal, St. Joseph Academy in St. Louis, MO; Ann Davis, clinical assistant professor, University of North Carolina, Greensboro; Carol Rigby, headmaster, Taveres and Apopka Middle/High School in Gallman, MS; and Bill Truesdale, principal, Chicago Public Schools, each paid his or her own way.

In Finland, a nation of 5.4 million, all individuals receive a totally free education. Kevin Shelton explained in a blog post, the education system is based on a “framework curriculum they started in 1994 and updated in 2003 … teachers get to choose how to meet that framework in their classroom. Some use textbooks, some use the Internet.” After ninth grade, students are competing for placement in a traditional secondary school or vocational school. Competition to become a teacher is fierce, with 4,000-plus students vying for 700 positions in intensive teacher training programs.

Buie concluded, the Finnish students “don’t have the baggage ours do. They are supported and they know that if they work hard, they can get to college and fulfill their dreams. Food and health are taken care of. They arrive at school ready to learn. The differences in poverty levels between our two nations is huge.”

Trust is Hallmark of Finnish Education System

The delegation probed the topic of teacher evaluation as well. In a blog post, Buie wrote, “teachers ‘discussed the autonomy they had to teach their lessons … one teacher shared she had been teaching for 13 years and never had an adult observe her in her class and had never been through an evaluation process.’ One principal explained, “If teachers are not doing well, the students and the parents will let the principal know. If they hear concerns with the same teacher a few times the principal will step in to meet with parents, students, and the teacher. Teachers don’t want to have that conversation.”

Delegate asked one principal about a standardized testing and its influence on measuring performance. He responded, “We are doing well on the PISA because we are studying for LIFE, not the TEST.”

Buie observed, “At a very young age, students are expected to be responsible for their own learning.”

With regard to special education, Buie said, “Finnish schools identify problems and remediate early. We were told multiple times that 75 percent of P–2 students have special services. … U.S. schools are not remotely resourced to engage in that scale of early intervention. They are much more proactive than reactive.” Thus, the need for special services declines as students progress.

The delegation included Kevin Shelton, principal, Johnsburg High School in Johnsburg, IL; Diane Cooper, principal, St. Joseph Academy in St. Louis, MO; Ann Davis, clinical assistant professor, University of North Carolina, Greensboro; Carol Rigby, headmaster, Taveres and Apopka Middle/High School in Gallman, MS; and Bill Truesdale, principal, Chicago Public Schools, each paid his or her own way.

In Finland, a nation of 5.4 million, all individuals receive a totally free education. Kevin Shelton explained in a blog post, the education system is based on a “framework curriculum they started in 1994 and updated in 2003 … teachers get to choose how to meet that framework in their classroom. Some use textbooks, some use the Internet.” After ninth grade, students are competing for placement in a traditional secondary school or vocational school. Competition to become a teacher is fierce, with 4,000-plus students vying for 700 positions in intensive teacher training programs.

Buie concluded, the Finnish students “don’t have the baggage ours do. They are supported and they know that if they work hard, they can get to college and fulfill their dreams. Food and health are taken care of. They arrive at school ready to learn. The differences in poverty levels between our two nations is huge.”
Why Professional Conferences are Worth Attending

Guest column by David S. Ellena

The landscape of professional development for school administrators has changed dramatically over the past five years, for a variety of reasons. The ability to be connected through Twitter chats and online resources make staying up-to-date on best practices easier than ever.

But is it enough? Is there still a place for face-to-face meetings? Is there still a reason to attend professional conferences, like Ignite ’15? For the cost, is there enough of a benefit in this day and age of reduced budgets and financial worries? I say yes. Hear me out, because I know what you are thinking: it’s too expensive, I can’t miss school days, what would my staff say? Yes, these are all valid thoughts. And yes, I still maintain that these conferences have their place. Here’s why:

Face-to-Face Interaction

Don’t get me wrong, I am all about learning through the Web. I love a good Twitter chat (if you haven’t tried one of these, you are really missing out) and following great blogs and websites. But nothing beats the power of face-to-face conversations. Take it a step further. Combining the two forms is even more powerful. Knowing the people I interact with online personally enriches both forms of learning. At the NASSP Ignite Conference, there are so many great opportunities to connect in numerous ways. I follow the live Twitter feed so that I can keep up with sessions I can’t attend. I also renew old friendships and make new ones. Invariably, these conversations revolve around issues we see in our schools and how others are dealing with these issues. I never fail to walk away with something I can use back at my school.

Keynote Speakers

Yes, I can follow keynote speakers online. I can read their blogs and websites. But that is not the same as seeing and listening to them live and in person. Normally, these well-known speakers have a book signing or some other session where you can interact with them personally. You can’t do that online. I have been to seven consecutive NASSP conferences. I can tell you that the breadth and depth of these speakers is the best I have ever seen. I have had the chance to talk to many nationally known speakers, and gained a different perspective about education at the national level from speaking to them.

Networking

Some of the most informative “sessions” I have attended at conferences weren’t sessions at all. They were impromptu social conversations with other attendees. The opportunity to sit down over a meal, a beverage, or just sitting around the conference venue cannot be duplicated online. I have learned so much from my colleagues outside of formal sessions. The Ignite conferences I have attended provided me with an opportunity to meet and interact with people from across the nation and the globe. That alone is sometimes worth the cost.

A Different Environment

Most of the reading and contacts I make online are done when I have a few free minutes at home or at work. Being at a conference location forces me to slow down and focus on what I am learning about. This is much different than the hectic minute-to-minute school day. I find that after a few days in this setting, I return to my work rejuvenated and with more energy.

Ignite has always been a source of renewal for me. I always feel more positive about what we, as educators, do on a daily basis. The Ignite conferences provide me with the inspiration and drive I need to be a successful school administrator. It also doesn’t hurt that Ignite ’15 will be in beautiful, sunny San Diego. Sounds like a great place to learn and revitalize! NL

David S. Ellena is the principal of Tomahawk Creek Middle School in Chesterfield, VA. A version of this article previously appeared on his blog at aprincipalslife.wordpress.com.

Principal of the Year Advises on Self-Advocacy at First Teach to Lead Summit

The December 6–7 event drew several hundred teachers from the southern states and beyond to Louisville, KY, for discussions on the role of teacher leadership.

Ignite ’15 National Principal of the Year Jayne Ellspermann was among the leaders sharing their experiences at the first Teach to Lead Summit for teachers who aspire to take on more leadership while remaining in the classroom.

The December 6–7 event drew several hundred teachers from the southern states and beyond to Louisville, KY, for discussions on the role of teacher leaders and review of teacher-driven proposals for generating more leadership opportunities in schools. “We need teacher leaders now more than ever,” said Ellspermann, principal of West Port High School in Ocala, FL. “As schools implement standards for college and career readiness, we will need to take full advantage of all the skills and talents teachers bring to their work, including their desire and ability to lead teams and initiatives.”

Ellspermann underscored the value of a summit for teacher leaders and indicated that attendees especially valued that the event was created and executed completely by teachers.

Teach to Lead is an initiative jointly convened by the National Board for Professional Teaching Standards and the U.S. Department of Education to advance student outcomes by expanding opportunities for teacher leadership, particularly those that allow teachers to stay in the classroom. NASSP is an official supporter of the Teach to Lead initiative.

The Louisville summit was the first of three currently planned Teach to Lead summits. Future summits will be held in Denver in January and in Boston in February. Visit http://teachtolead.org/ to learn more.

Follow NASSP

facebook.com/principals

twitter.com/nassp (@NASSP)
With NASSP Efforts, Federal Spending Bill Recognizes Importance of Principals

Small increases for education, but big mandate for states to invest more in principal development

- Education saw a minimal increase in the recently signed FY 2015 federal spending bill. But NASSP and its partners continue to make big strides in getting school leadership recognized as a federal budget priority.

For the second year in a row, Congress passed a massive “omnibus” spending bill that covers every facet of federal spending—including investments in education. Funding for the Department of Homeland Security will be operating under a Continuing Resolution (CR) until February 2015, giving rise to the term “CRomnibus” to describe the hybrid.

Despite cuts in the School Leadership Program and other education programs, NASSP got a big advocacy win: The omnibus report included language about the importance of school leadership for student achievement and directs the U.S. Department of Education to provide guidance to states to ensure principals are receiving “sufficient professional development opportunities” to support their instructional leadership capacity.

“The inclusion of language in the omnibus that identifies principals’ vital and expanding role in learning is a clear mandate by Congress that we need greater investment in principal development,” NASSP said in a joint statement with the National Association of Elementary School Principals and the American Federation of School Administrators, who advocated collectively for the language. “This is a great first step in improving the instructional leadership capacity in our nation’s schools. We will continue the momentum to ensure that the Department of Education provides states with guidance as Congress directs.”

Unfortunately, due to budget caps established in December 2013, many education programs did not see any increases in funding, and several were cut, including two programs NASSP has consistently advocated for: the School Leadership Program and the High School Graduation Initiative. Title II, Part A funds for improving teacher and principal quality and career and technical education state grants were flat-funded at their FY14 levels, leaving those programs at $2.3 billion and $1.1 billion respectively.

Congress once again cut the School Leadership Program, which NASSP encouraged Congress to create in 2001 to recruit, mentor, and train principals to serve in high-need schools. Since FY12, this program has seen decreases in funding, this time by $9.4 million to $16.4 million. These continued cuts are disappointing considering the expanding roles and responsibilities of principals, including implementing new teacher evaluation systems, college and career readiness standards, and new online assessments.

NASSP was also disappointed to see that the High School Graduation Initiative program was zeroed out in the FY15 omnibus.

This is the only federal investment dedicated to reducing the nation’s dropout rate. We were also disappointed that despite the attention on digital learning over the last year and a half, there was no funding allocated for education technology and related professional development programs.

However, NASSP was pleased to see that two foundational investments for high-need students, Title I and IDEA, each saw an increase of $25 million from the last fiscal year. Additionally, the Striving Readers program, which supports comprehensive literacy programming for students from birth to grade 12, received an increase of $2 million in FY 2015.

NASSP will continue to advocate for investments in school leadership that support the profession and benefit students. NASSP is particularly concerned with the impending return of sequestration in FY 2016 if Congress does not take action to replace the sequester in the 114th Congress.

NASSP, State Associations Collaborating on PD Outreach

- NASSP is working with state associations to bring professional development initiatives right to your state. These PD offerings can be customized to needs of a particular state or population.

One such opportunity is being rolled out in several locations this month. The Assistant Principal Institute is a highly focused one-day workshop being offered in three locations.

Based on NASSP’s book 10 Skills for Successful School Leaders, this institute will target the instructional leadership capacity in our nation’s schools. We will continue the momentum to ensure that the Department of Education provides states with guidance as Congress directs.

If you wish to bring this initiative or other professional development programs to your state, contact professionaldevelopment@nassp.org.

NASSP, State Associations Collaborating on PD Outreach

- NASSP is working with state associations to bring professional development initiatives right to your state. These PD offerings can be customized to needs of a particular state or population.

One such opportunity is being rolled out in several locations this month. The Assistant Principal Institute is a highly focused one-day workshop being offered in three locations.

Based on NASSP’s book 10 Skills for Successful School Leaders, this institute will target the instructional leadership capacity in our nation’s schools. We will continue the momentum to ensure that the Department of Education provides states with guidance as Congress directs.

If you wish to bring this initiative or other professional development programs to your state, contact professionaldevelopment@nassp.org.
Executive Order on Immigration Impacts Schools

- On November 20, President Obama announced executive actions that his administration will take related to immigration reform. Referred to as the Immigration Accountability Executive Actions, these new programs “crack down on illegal immigration at the border, prioritize deporting felons not families, and require certain undocumented immigrants to pass a criminal background check and pay their fair share of taxes as they register to temporarily stay in the U.S. without fear of deportation.”

While it has been well reported that these steps have strong supporters and detractors, the question for NASSP members is “what impact will this have on the students, families, teachers, and administrators in my school building?”

According to NASSP’s Board Position Statement on Undocumented Students, NASSP believes that each child is entitled to an excellent public school education regardless of his or her immigration status. A number of education and civil rights organizations believe that President Obama’s executive action will aid student achievement by allowing families to stay together because certain undocumented parents of U.S. citizens and parents of lawful permanent residents can no longer be deported. This is because the president’s order expands the Deferred Action for Childhood Arrivals (DACA) program for youth who came to the U.S. as children. This program was established by another executive action by President Obama in 2012.

These youth—which are sometimes referred to as “Dreamers”—and their parents may be granted a type of temporary permission to stay in the U.S. called “deferred action.” According to the Department of Homeland Security, these programs are expected to help up to 4.4 million people, including about 300,000 Dreamers and 4 million undocumented parents who have been in the country for more than five years and have no criminal record.

In response to these actions, Education Secretary Arne Duncan stated, “These executive actions will not only help our nation’s immigrant families to succeed, they also will help sustain America’s economic competitiveness into the future.”

A number of Republicans in Congress disagree. “The president’s brazen disregard for the rule of law and the constitutional limits of his office continues to divide our nation,” House Education and the Workforce Committee Chairman John Kline (R-MN) said in a statement.

While a specific legislative response remains unclear, it will be the 114th Congress to craft and pass new legislation specifically to counter the president’s immigration order and reform the nation’s broken immigration system.
Principals and Army Leaders Unite

continued from page 1

Command and Recruiting Command leaders, corporate leaders, and group discussions highlighting the parallels between military and secondary education for the 36 attendees selected by NASSP.

"[This] was an effort to establish communication, establish common ground around leadership, and to build and enhance understanding for Army personnel about schools and what happens in them, and for school personnel [to] learn about what happens in leadership in the Army and what some of the possibilities and opportunities are for students in schools as they move forward in regard to Army service," said Pete Reed, associate director of program services with NASSP.

In 2013, a Memorandum of Understanding between the U.S. Army Marketing and Research Group (AMRG) and NASSP was signed in Reston, VA, grounding the partnership's joint commitment to supporting the nation's school leaders as they prepare students for college, career, military service, and citizenship. This year's gathering was built on momentum sparked by the inaugural symposium in 2013, with an added focus on best practices in leadership development.

"Michael Allison, president-elect of NASSP and principal at Hopewell High School in Aliquippa, PA, said he was surprised at how translation the military and educational systems are.

"The things that they're talking about and how they develop leaders in the Army are really important factors when you talk about how we develop strong school leaders," Allison said. "Many of the same characteristics surrounding integrity and core values are things that are the basis for any form of leadership. It's a way of looking at how those two things support each other."

Allison added that the Army and school principals have to work together to accomplish their missions.

"In the Army, to accomplish their [recruiting] mission, they need help with access to schools and students, and as principals we serve as the gatekeeper to that access," he said. "Having a solid understanding of not only the mission of the recruiter but also the mission of the Army in general really helps to open your eyes to understanding that we have a mutually rewarding relationship."
ED Releases Proposed Teacher Preparation Regulations

On November 25, the Department of Education (ED) released a Notice of Proposed Rulemaking (NPRM) to strengthen teacher preparation programs. The announcement followed news from ED and the White House earlier this year that the agency intended to revive the regulatory package that had been abandoned in 2012. The community has been expecting the package since this summer.

According to ED, the purpose of these proposed regulations is to better inform prospective educators of effective teacher training programs; assist schools in identifying the most effective programs from which to recruit new teachers; and build best practices for creating and improving teacher preparation programs. The new regulations primarily focus on teacher preparation program data that shows outcomes—unlike the current data reporting requirements that focus on inputs—and builds transparency.

"Leaders in this field are already moving in the direction of our proposal, and our regulations try to align with their best thinking on how to prepare effective educators who are ready to hit the ground running on day one," said Education Secretary Arne Duncan of the NPRM. "If we are going to improve teaching and learning in America, we have to improve the training and support that we give our teachers."

ED held a public conference call on November 25 to discuss the release of the new teacher preparation regulations and Secretary Duncan praised Tennessee for receiving the top academic improvement score on the National Assessment of Educational Progress (NAEP) assessment, which he correlated to the state's strong teacher preparation programs.

Ted Mitchell, undersecretary of ED, also mentioned the department’s work in streamlining the data that currently is collected and discussed the four key indicators that states would need to report annually for each teacher preparation program. The four key indicators include:

- Employment outcomes for new teacher placements and retention rates, up to three years
- Teacher and employer surveys with feedback on the effectiveness of a teacher’s preparation for the classroom
- Student learning outcomes that include student growth data or performance measures on state and local teacher evaluations during the first three years of becoming a teacher
- Assurance of specialized accreditation or evidence that a program has rigorous entry and exit requirements and quality clinical preparation

Along with reporting the four annual indicators for each teacher preparation program, a state must rate each program based on four tiers: low performing; at-risk; effective; or exceptional. Each program’s ability to offer federal aid for teachers in the form of TEACH grants will be subject to this rating system. All ratings and reports are required to be posted on a state report card that must be uploaded to the institution’s website to increase program transparency.

Interested parties have an open comment period of 60 days to respond to the proposed regulations. Final regulations are scheduled to be announced in September 2015. States and providers are expected to begin collecting data points by school year 2016-2017 with a pilot year starting in April 2018. The first official report with full ratings—including the four indicators and a list of performance categories—will be submitted in April 2019 with full implementation and annual report submissions by April of 2020.

Since the 2012 negotiations, ED has agreed to extend the timeline for implementation of their proposed rule, but many advocates are still concerned about the indicators not accounting for factors that are out of a teacher’s and institution’s control. Numerous groups also fear that teacher preparation programs will start to incentivize employment at high-skilled schools over low-income schools to keep their federal aid. For more information and additional resources from ED, visit www.ed.gov/teacherprep.NL

Prepared by Della Cronin and Joshua Westfall of Washington Partners, LLC.

---

**For Your Information**

**Resources, contests, and opportunities for principals and their communities**

**Apply for the Principal Ambassador Fellowship Program**

The U.S. Department of Education has announced that 2015-2016 applications are now available for a part-time Campus Principal Ambassador Fellowship and a full-time Washington Principal Fellowship program, as well as the department’s Teaching Ambassador Fellowship program. Applications close in mid-January and details are available at www.ed.gov/programs/principalfellowship/applicant.html.

**Recognize Students Who Excel Academically and Athletically**

The U.S. Army’s Pro Football Hall of Fame Award for Excellence program recognizes sophomores, juniors, and seniors who excel athletically and academically and are active in their community. Do you know a student who fits the bill? The 2015 winner will be honored at a tribute during halftime of the NFL Hall of Fame Game. Visit www.profootballhof.com/army for entry details. Applications are due on January 23, 2015.

This listing of sites and resources is provided as a service and does not constitute any endorsement or approval by NASSP.
## Calendar of Events
### Upcoming national and state association events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JANUARY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>NHASP (NH) Winter Conference (Meredith, NH)</td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>MASSP (MI) AP and Deans Summit (Bay City, MI)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>NHASP (NH) Assistant Principal Workshop (Concord, NH)</td>
<td></td>
</tr>
<tr>
<td>11-15</td>
<td>AWSA (WI) High School/Middle School Principals’ Convention (Madison, WI)</td>
<td></td>
</tr>
<tr>
<td>13-15</td>
<td>NASSP LEAD Conference (Chicago, IL)</td>
<td></td>
</tr>
<tr>
<td>19-21</td>
<td>NASSP NASSP Conference: Ignite ’15 (San Diego, CA)</td>
<td></td>
</tr>
<tr>
<td><strong>FEBRUARY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>NASSP “10 Skills for Successful School Leaders: A Focus on the Assistant Principal”</td>
<td>Las Vegas, NV</td>
</tr>
<tr>
<td>9-10</td>
<td>MASSP (MI) AP and Deans Summit (Bay City, MI)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>NHASP (NH) Assistant Principal Workshop (Concord, NH)</td>
<td></td>
</tr>
<tr>
<td>11-15</td>
<td>AWSA (WI) High School/Middle School Principals’ Convention (Madison, WI)</td>
<td></td>
</tr>
<tr>
<td>13-15</td>
<td>NASSP LEAD Conference (Chicago, IL)</td>
<td></td>
</tr>
<tr>
<td>19-21</td>
<td>NASSP NASSP Conference: Ignite ’15 (San Diego, CA)</td>
<td></td>
</tr>
<tr>
<td><strong>MARCH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-17</td>
<td>OASSA (OH) Assistant Principals Conference (Columbus, OH)</td>
<td></td>
</tr>
<tr>
<td>19-21</td>
<td>MASSP (MD) Annual Spring Conference (Ocean City, MD)</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>NASA (NV) Annual Assistant Principal Conference (Las Vegas, NV)</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>NHASP (NH) Law Conference (Concord, NH)</td>
<td></td>
</tr>
<tr>
<td>25-27</td>
<td>NDASSP (ND) NDASSP Midwinter Conference (Bismarck, ND)</td>
<td></td>
</tr>
<tr>
<td>26-27</td>
<td>MPA (ME) MPA Spring Conference (Rockport, ME)</td>
<td></td>
</tr>
<tr>
<td>29-31</td>
<td>MASSP (MO) MASSP Spring Conference (Lake Ozark, MO)</td>
<td></td>
</tr>
<tr>
<td><strong>APRIL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-14</td>
<td>OASSA (OH) School Secretary Conference (Columbus, OH)</td>
<td></td>
</tr>
<tr>
<td>14-18</td>
<td>NASSP National Assistant Principal Week</td>
<td></td>
</tr>
<tr>
<td>15-17</td>
<td>MASSP (MT) MASSP Spring Conference (Bozeman, MT)</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>AWSA (WI) Aspiring Administrators Workshop (Madison, WI)</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>AWSA (WI) Aspiring Administrators Workshop (Stevens Point, WI)</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>AWSA (WI) Aspiring Administrators Workshop (Appleton, WI)</td>
<td></td>
</tr>
</tbody>
</table>

*This is not a complete listing, and dates and locations are subject to change. For additional information about state conferences or for information about state workshops, contact your state association.*

---

### Get Ready for National Student Leadership Week 2015

- Have you started thinking about National Student Leadership Week yet? It’s an annual recognition of the important roles that student leaders play in schools and communities, and this year’s celebration will take place April 19–25, 2015.

  A different theme for the week is chosen every year, and this year’s theme, “The Power of One,” is an opportunity to inspire your students to imagine the difference they alone—as an individual or as a group—can make in driving change.

  This theme is an excellent platform to cultivate the 21st-century skills that result from participating in school-based student activities. When students work individually or as a team, they are able to strengthen the skills, values, and perspectives that best prepare them for their future. Your school will also benefit from the positive climate that results from such endeavors.

  We encourage you to begin working with your student leaders now and start thinking about creative ways they can individually or as a group show “The Power of One.” Consider how you can contribute too.

  To learn more and for resources to organize a celebration at your school, visit [www.nasc.us/nslw](http://www.nasc.us/nslw) or [www.nhs.us/nslw](http://www.nhs.us/nslw).

---

### National Student Leadership Week 2015

**ENGAGE. LEAD. ACHIEVE.**

Get ready for National Student Leadership Week 2015!

When you start a National Honor Society or National Junior Honor Society chapter at your school, you give your students the valuable opportunity to be part of a long tradition of excellence—a prestigious honor throughout a student’s academic life and beyond.

Make plans for your new chapter now and get 25% off your first merchandise order until January 31, 2015.

Fill out your school’s application at [nhs.us/25off](http://nhs.us/25off) or [nhs.us/25off](http://nhs.us/25off).

**START YOUR CHAPTER TODAY**

**RECEIVE 25% OFF MERCHANDISE**

**USE CODE NL115**

Questions?
Contact
membership@nhs.us
or
800-253-7746

![NASSP Logo](https://example.com/nassp-logo.png)

NASSP is the National Association of Secondary School Principals.

NHS & NJHS are programs of NASSP.