

THE MAINE APPRISE

A Publication of the Maine Principals' Association

Volume XXIX, Number 8

April 2021



Hall-Dale Elementary School Principal Kristie Clark Named 2021-2022 Maine's NAESP National Distinguished Principal

The MPA is pleased to announce that Kristie Clark, Principal at Hall-Dale Elementary School in Hallowell, has been named Maine's NAESP National Distinguished Principal of the Year for school year 2021-2022. She will be honored by the MPA at a Virtual Awards Evening on April 29, 2021.

Mrs. Clark receives this award because of her enthusiasm and passion for her work. Her energy is palpable. She has a clear mission for Hall-Dale Elementary, "to provide every child with an equitable experience to ensure success." Kristie's classroom is the whole school because she has the heart of a teacher.

In announcing Mrs. Clark's selection as 2021-2022 Maine's NAESP National Distinguished Principal, MPA Executive Director of the Professional Division, Dr. Holly Couturier noted, "Principal Clark is not just a principal. Educating children is who she is to the core. Her energy and enthusiasm are contagious. She is a true advocate for education."

Mrs. Clark attended the University of Maine at Farmington where she graduated *Cum Laude* with a Bachelor of Science degree in Elementary Education in 1991. She then attended Walden University where she graduated in 2003 with a Master of Science Degree in Elementary Reading and Literacy. She began her education career as a grades 1-2 Looping Teacher at Montello Elementary School in Lewiston. In 2011, she started her leadership journey as Assistant Principal at the Geiger Elementary School. After this she was the Director for English Language Learners for the Lewiston School Department. In 2014, Mrs. Clark was named the Principal of the James B. Longley Elementary School also in Lewiston where she stayed until becoming the Principal of Hall-Dale Elementary School in 2018.

Mrs. Clark was a Teacher of the Year Nominee in 2001 and received the Milken National Educator Award in 2010.

Mrs. Clark is a member of the National Association of Elementary School Principals (NAESP) and Association of Supervision and Evaluation, the MPA.

Camden-Rockport Middle School Principal Jaime Stone Named 2021-2022 Maine's NASSP Principal Of The Year

The Maine Principals' Association (MPA) is pleased to announce that Jaime Stone, Principal at Camden Rockport Middle School, in Camden, has been named Maine's NASSP Principal of the Year for school year 2021-2022. She will be honored by the MPA at a Virtual Awards Evening on April 29, 2021. Mrs. Stone received the award because of her extensive network of innovative community partnerships and her project-based learning vision. She has an unflinching commitment to high expectations for her students while being fully committed in supporting and collaborating with her staff and community.

In announcing Mrs. Stone's selection as the 2021-2022 Maine's NASSP Principal of the Year, MPA Executive Director of the Professional Division, Dr. Holly Couturier noted, "Principal Stone has a comprehensive and systematic communication style that includes all stakeholders. She is a progressive and caring leader committed to creating a successful environment where teachers, leaders, and students can thrive academically and emotionally."

Mrs. Stone received her Bachelor of Science Degree in Elementary Education from the University of Maine, Orono in 1998. She then went on to Johns Hopkins University where, in 2006, she obtained her Masters in Administration and Supervision Degree. She began her educational career as an 8th grade teacher as well as being the athletic director and basketball coach at Sedgwick Elementary School in 1998. From there she moved to Queen Ann Private School in Prince George's County, Maryland where she was the Middle School Math and Social Studies Teacher in 1999. She then became the Academic Manager & Career Counselor Teacher before becoming the Director of Academic and Career Exploration Program's Founding Math Teacher in 2002. For seven years she was an educational consultant in Maryland and then was a Mid-Atlantic and National School Designer for Expeditionary Learning Schools. She began her administrative career in 2009 when she became a middle and elementary school principal before moving to Maine and becoming the Principal of Camden Rockport Middle School in 2014 – a position she continues to proudly serve in today.

In 2016, Mrs. Stone received the New England League of Middle Schools, A+ Administrator Award. Mrs. Stone serves on her district's Diversity, Equity, and Inclusion Committee as well as the Educator Effectiveness Committee. She is a member of the National Association of Secondary School Principals (NASSP), the Association of Supervision and Curriculum Development (ASCD), and the Maine Principals' Association (MPA).



Planning to Retire?

If you are or know about a principal, assistant principal, or career and technology center director who is planning to retire this year, please notify Patty (pnewman@mpa.cc) at the MPA by Friday, April 30, 2021.

Follow us on Twitter!

Holly Couturier —@HCouturierMPA

Mike Bisson—@MikeBissonMPA

PROFESSIONAL OFFERINGS

MPA Virtual and
On-Demand
SPRING CONFERENCE
*“Surviving and Thriving
& Maslow Before Bloom”*

with Andrew Marotta (Thursday) and
Dr. Bryan Pearlman (Friday)

April 29—30, 2021

Click [HERE](#) to Register.

Observances

* April 1-30

- *APR Month*—Internationally Recognized, *Accreditation in Public Relations (APR)* integrates timeless communication principles with contemporary strategies and tactics. (Click [HERE](#) for more information.)

* April 1-30

- *National Poetry Month*—Participate in this 25th Annual Celebration of Poetry, which was founded by the Academy of American Poets. (Click [HERE](#) for more information.)

* April 1-30

- *School Library Month*—Celebrate school librarians and libraries with the American Association of School. (Click [HERE](#) for more information.)

* April 1-30

- *World’s Autism Month*—This celebration increases global understanding and acceptance of people with autism, beginning with World Autism Day on April 2. (Click [HERE](#) for more information.)

* April 2

- *International Children’s Book Day*—On Hans Christian Andersen’s birthday, this day is cele-

brated to inspire a love of reading and to call attention to children’s books. (Click [HERE](#) for more information.)

* April 4

- *Easter*

* April 5-9

- *National Assistant Principals Week*—Recognize the contributions of assistant principals to the success of students in schools across the United States. Find activity ideas and a social media kit (Click [HERE](#)).

* April 7

- *World Health Day*—This year, the World Health Organization celebrates the contributions of nurses and midwives. (Click [HERE](#) for more information.)

* April 18-24

- *National School Leadership Week*—An annual week dedicated to recognizing and supporting the vital role of student leaders. Join the conversation about “Leadership Unlimited” on social media using #NSLW2021. (Click [HERE](#) for more information.)

* April 21

- *Administrative Professionals Day*

Maine Student Council State Conference

“Celebrate Our Success”

with Keynote Speakers
Kaylee Porter and Adam Regan

Virtual ~ Zoom

May 18, 2021

Click [HERE](#) to Register.

Great Beginnings Series

with
Chad Bell, Principal,
Winslow High School
and
Jennifer McGee, Principal,
Atwood (Ralph) M. School, Oakland

Session I ~ August 20, 2021
Session II ~ October 29, 2021
Session III ~ January 28, 2022
Session IV ~ April 8, 2022

Click [HERE](#) to Register.

NAESP and NASSP Presidents Talk About Diversity

In a recent joint interview, two eminent school leaders sat down to discuss the importance of diversity in school leadership. *Kimberle Barbosa Lewis* is the principal of Cordova Elementary in Cordova, Tennessee as well as the president of the National Association of Elementary School Principals (NAESP). *Robert Motley* is the principal of Atholton High School in Columbia, Maryland and president of the National Association of Secondary School Principals (NASSP). They each shared their path to

leadership in addition to valuable advice to others who want to pursue principalship.

Q. What motivated you to pursue a career path towards principalship?

Kimberle: I started out in banking. However, in the first four years after I received my undergraduate degree, I found that I enjoyed the time I spent tutoring elementary school students more than my position at the bank. I went back to get my certification in education, and as soon as I became a teacher, I embraced that opportunity. After my first year, I went right back to get my Master of Education in Curriculum and Instruction. I went on to pursue my EdS degree and now my doctorate in leadership. What I loved most about my job was leading, whether I was an instructional coach for teachers or helping to lead a school. That started me on my path into principalship.

Robert: I had a different journey, fueled out of a feeling that I could do more. My first three years of teaching, I worked in a district of minority students at a Title I school. I felt that the principal wasn't serving the school and the students deserved more. After my first year, I went back to get my master's degree. When I began teaching at Atholton High School, I thought, wow, this is paradise. This is what it's supposed to be like. In order to finish my master's degree, I went to my principal and told her that I needed to

do an internship. My principal was so excited I wanted to pursue administration that she thrust me into new positions. The next thing I knew, I was chair of the school improvement team and leading many different initiatives. In four years, I was named assistant principal. Once I got that bug of having an impact on the school, it just grew and grew. Five years later I got the principalship and was ready to lead my own school.

Q. What advice do you have for someone who might be in the same position as you were in when you started out?

Robert: I always ask people the reason they want to get into administration and leadership. What is your purpose? For me it was recognizing that the students I was working with weren't getting the full breadth of what they deserved. Now, I am known as the champion for that kid who doesn't have a two-parent home. Just because he doesn't have an advocate at home doesn't mean that he's not going to have one at school. That's where I step in. So I always ask about a person's passion, because this is a tough job. People are going to want to tear you down, especially if you are an administrator of color, so you've got to have strong convictions.

Kimberle: I'll start by saying you have to have a heart for kids. That has to be your ultimate motivation. A lot of times, people go into administration to get out of the classroom. However, as a school leader, every decision I make is tied directly to how it's going to impact my students.



PR Tips for Principals

Surviving Social Media Scorn.

What do you do if your school is involved in a negative national news story.

With social media, you can't control every aspect of your school's image. However, there are ways to face the negative news coverage head on and emerge with the school's reputation intact.

Following are tips on how to navigate through negative news coverage:

- Focus on creating an honest dialogue and communicating with your community.
- Work with your superintendent and use press conferences with local media to get key messages across and clarify any misinformation that may be out there. Remember that your local reporters were there before this incident and will still be covering your schools long after the dust settles.
- If applicable, work with your school communications professional and/or send an email to your media contacts letting them know where things stand and why they can expect to hear back from you—and then stay true to that commitment.
- Consult your school or district attorney. Have him or her review any statements before they are issued in order to protect you from liability..

—National School Public Relations Association,
Principal Communicator,
March 2021.

(Continued on Page 4)

Learning Loss and Recovery

While the cumulative learning loss due to Covid-19 is substantial, students are also experiencing unprecedented levels of stress, grief, fear, and uncertainty. As districts resume traditional instruction over the next year, school leaders will need to consider social and emotional needs as part of their efforts to address learning loss sustained in the wake of school closures. In this session, which is being held virtual on April 13, participants will explore trauma-informed paradigms and practices to approach learning loss post Covid-19.

Click [HERE](#) for more information and to register.

NAESP and NASSP Presidents Talk About Diversity . . . (Continued from page 3)

All of my jobs except one have been in Title I schools.

When I was called to be a principal, I moved to a school that was Title I, and 95% of the students were considered impoverished. My entire school lived in great poverty. When you are taking on leadership, you are taking on what every one of those students needs, lacks, and requires. If that's not your motivation then you're not ready to be a leader. Being a leader can be isolating. It can be tough work, every day, all the time, and no decision is easy. If you're not quite there, that's OK too. A great thing you can do is shadow a principal and really see if that's what you want to do or if you want to enrich your motivation first.

Q. What are your thoughts about increasing the pipeline of diverse school leaders?

Robert: Number one, I think my current role is something in and of itself. Oh wow, there's a Black president for NASSP. And whatever I can do to lead this charge to promote diversity in our organization, I'll do. Our board has done a fantastic job of increasing diversity on the board, which is where the president-elect comes from. So if you increase diversity on the board, you increase the likelihood that your president or president-elect will be a person with a diverse background as well.

I have a staff of 170 teachers and staff and only one Black male on my staff. When I got here, there were no Black teachers. He's in his second year of teaching and he's been very motivated. He's already taken over the leadership of our Black Student Union, which is great because ultimately our leaders of color come from our teachers of color, right?

Kimbrelle: As far as NAESP and NASSP, I would like to say that the fact that Robert and I are both people of color currently serving as presidents is very significant. I think it speaks to the opportunity in our organizations as well as their priorities. Along those lines, NAESP has a diversity arm to our Center for Innovative Leadership, so we have Black and Brown leaders who lead and engage principals of color on a regular basis.

We know what has always happened in our country with people of color in terms of discrimination and systematic injustice, and that came to light last summer. Both of our organizations have responded to that. NAESP has responded through the National Taskforce on Race and Equity, which has done a lot to support our member needs and principal needs when it comes to leadership and talking about implicit bias, how we do equity audits on leadership and how our teachers are teaching. I'm really excited.

Regarding the pipeline, I'm from a large district in an area of the state that has a large Black and Hispanic population. We are the largest district in the state with the most people of color and we have a unique perspective in that we do have a lot of leaders of color. But I think throughout our state, we might not see that always reflected. I think that's important wherever you are, whatever state, whatever district, superintendents and school boards need to know that developing diverse leadership is important. Several years ago, my district partnered with the University of Memphis, which had an urban leadership program. There were people who were very interested in the program—who weren't even in the district—so they could understand what their students needed and what their schools needed. District leaders need to do similar things and understand that there are many, many people with diverse backgrounds who are prepared to lead.

Q. Is there anything else you would like to add?

Robert: I just know that what we are doing is only at the beginning of what we can accomplish as an organization. NASSP recently hired a new CEO who is Hawaiian. Overall, I'm thrilled with the direction in which we are moving.

Kimbrelle: Neither Robert nor I take our responsibilities lightly. We want everyone to know that we are a reflection of many other talented principals and leaders in our districts and across our country. I'm very happy to represent their voices.

—Dateline NAESP
March 2020.

Virtual Regional Meetings

Elementary Level Virtual Regional Meeting

EVERY TUESDAY, AT 8:30!

Join Zoom Meeting
<https://us02web.zoom.us/j/89296738921?pwd=WEdEdzBvMlZlZUJtUTkvdEovb1JlQUt09>
Meeting ID: 892 9673 8921
Passcode: 091459

Middle Level Virtual Regional Meeting

EVERY TUESDAY AT 10:30!

Join Zoom Meeting
<https://us02web.zoom.us/j/89111280648?pwd=QkprRXAzU0crOTYwUVVlDODIMQ3B2dz09>
Meeting ID: 891 1128 0648
Passcode: 403221

High School Level Virtual Regional Meeting

EVERY WEDNESDAY AT 8:30!

Join Zoom Meeting
<https://us02web.zoom.us/j/87687770287?pwd=eFZKS2FObGdzQm15NGdKdi9hOXI4UT09>
Meeting ID: 876 8777 0287
Passcode: 163686

Save the links above for the regional meetings. They will be used every week until further notice.

We encourage you to patronize the following hotels and resorts which generously donated getaways that were drawn after the MPA "Not So Fall" Conference:

- *Samoset Resort*—Two Night Accommodations with Breakfast for two daily—Mike Davis, Principal, Walton School, Auburn

- * *Double Tree by Hilton*—Overnight Accommodation with Breakfast for Two—Kim Silsby, Principal, Cony Middle/High School

Interested in Becoming A Mentor for a New Principal or Assistant Principal?

The MPA is proud to offer mentor/coaching for new principals and assistant principals in our state. The program, now in its 15th year, has the highest number of new administrators working with mentor/coaches in MPA history.

The MPA will offer a Mentor/Coach Orientation and Training on August 11, 2021. Give consideration to joining the cadre of trained mentor/coaches who are giving back to the profession by working closely with our newest colleagues.

Click [HERE](#) for more information.

Click on link below for Application.

<https://form.jotform.com/MainePrincipalsAssociation/application-for-potential-mentors>

WE ARE HERE TO HELP ALL NEW ADMINISTRATORS

Are you in the process of hiring someone new to administration?

Click [HERE](#) for more information on the Mentor Program and Click [HERE](#) to apply to be matched with a TRAINED, EXPERIENCE mentor!

Give your new hires the opportunity to be the best they can be for their school and your district! (No person named for this position yet? Sign them up as "TBD" and save them a space in the program—space IS limited!)



MAINE C3 IN PARTNERSHIP WITH ACTEM & EDUCATE MAINE PRESENTS:

ME VIRTUAL CAREER FAIR

We invite ALL Maine students to **EXPLORE YOUR OPTIONS**

Numerous 30 minute sessions will be available in the form of live speaker talks with Q&A throughout the week, both during the school day and into evening hours, and will feature businesses and organizations from varying industry clusters across the state.

May 17-21, 2021

SCHOOL REGISTRATION NOW OPEN AT \$1 PER STUDENT*

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FMI including how to register your school, please visit:

[HTTPS://WWW.MEVIRTUALCAREERFAIR.ORG/](https://www.mevirtualcareerfair.org/)

Click [HERE](#) for more information.



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Early Years Evaluation

Learning to read is the critical challenge of the primary grades (K-3). In the US, Canada and Australia about 25% of children encounter significant difficulty learning to read. When these children reach the fourth grade, they do not read fluently enough to grasp what is being taught. These children often lag behind in academic and social development, both during and beyond the school years. Our Early Years Evaluation (EYE) tools assess the skills of children ages 3 – 6 years and provide educators with the data they need to put targeted classroom instruction, and appropriate intervention in place as children prepare for kindergarten.

The EYE is used by governments, school districts, individual schools and early childhood education centres around the world to support young learners and reduce long term literacy failure.

What does the EYE assess?

The EYE assesses five domains most closely related to emerging literacy skills and childrens' success at school:

Awareness of Self and Environment

A child's understanding of the world and his or her ability to make connections with home and community experiences.

Social Skills and Approaches to Learning (EYE-TA only)

A child's attentiveness during classroom activities and his or her ability to interact with peers while respecting the classroom rules.

Cognitive Skills

A child's basic math and pre-reading skills and his or her ability to solve problems.

Language and Communication

A child's understanding of spoken language and his or her ability to express thoughts and feelings.

The EYE measures can be used to:

assess learning needs before entry, or shortly after entry, into kindergarten;

identify children who may benefit from additional experiences in a given domain;

monitor the early childhood outcomes of a school, community, or state; and

map the percentage of vulnerable children and relate it to the socio-economic status for the region.



The EYE is a research-based assessment framework to help children, families, and schools with the transition from home to school.



Physical Development

Consists of fine motor (a child's ability to perform small movements that require hand-eye coordination) and gross motor (a child's ability to perform large movements that involve arms, legs, and body). The Early Years Evaluation (EYE) consists of two complementary components that help educators monitor the overall development of children as they prepare for school.

Early Years Evaluation- Direct Assessment (EYE-DA)

The EYE-DA is designed to measure the developmental outcomes of children ages 3-6 years. Each individual play-based assessment, conducted by a trained evaluator, takes approximately 45 minutes to complete.

Results from the EYE-DA help to identify children who may be at risk for learning difficulties. Early identification using the EYE-DA allows families, schools, and communities to support each child's development.



Early Years Evaluation- Teacher Assessment (EYE-TA)

The EYE-TA provides a systematic framework educators can use to structure their observations and informal assessments. The EYE-TA assists kindergarten teachers by providing formative, instructionally relevant information.

Once the scores are submitted online, teachers have immediate access to individual and classroom level reports. EYE-TA results can indicate the type and amount of support required for individual student and the entire class.



Establishing an early baseline for assessing learning gains allows for consistent monitoring of each child's developmental needs and assets.

EYE Reports

Results from the EYE can be provided at the state, district, school, classroom and individual child levels using three colour codes: green (appropriate development), yellow (experiencing some difficulty), and red (experiencing significant difficulty) to identify children who may be at risk. Our immediate, multi-level reporting ensures timely, meaningful, and cost effective data for all stakeholders.