

THE MAINE APPRISE

A Publication of the Maine Principals' Association

Volume XXIV, Number 5

January 2016

From the Executive Director ...

Why don't more educators want to be a principal?

I've spent an interesting three months pondering that question. Last spring the Legislature passed a resolve to create a task force to study school leadership. The task force met early in October and again in December and it has been a rich and interesting conversation.

One result from the task force work was to organize "A Day in the Life," matching each of the 13 members of the Maine Legislature's Education Committee with a principal or assistant principal. Those committee members shadowed a building administrator for a full day, experiencing the variety of responsibilities of our profession.

Sadly, there are fewer and fewer teachers that are willing to aspire to the principalship. I'm sure you have each had that conversation with a promising leader and the response has been, "I watch you every day. Why would I want to do what you do?"

There are several proposals that may come out of the task force work but in most cases recommendations will likely target ways to make the job more "doable." Some of that conversation included:

- Districts "growing their own" to fill future openings;
- Revising the EPS Funding Model to better support assistant principal positions;
- Support for mentoring programs, possibly through state funding;
- Removing financial penalties for retired administrators willing to return to work;
- Efforts to create a work/life balance; and
- Recognizing that there is no one solution and progress would require a combination of changes.

On a slightly different topic but one related to school leadership, I hope you found the salary and benefit information sent to you in mid-December helpful. I have done some data analysis on full time positions and offer the following as additional information. (The three numbers after each category will refer, respectively, to average number of years in present position; average number of years in education; and the greatest number of years any active administrator has spent in their current position in this category):

- CTE Directors—7.5; 23.7; and 24.
- High school principals—4.5; 22.3; and 24.

- HS assistant principals—4.5; 19.4; and 23.
- HS AP/ADs— 4.6; 20.5; and 18.
- ADs—6.7; 17.3; and 32.
- JH principals—6.0; 21.9; and 11.
- JH APs—4.7; 16.0; and 18.
- MS principals—5.0; 20.7; and 27.
- MS APs—3.3; 20.7; and 17.
- Elementary principals—6.9; 23.6; and 33.
- Elementary APs—4.0; 17.8; and 25.
- Teaching principals—9.6 years; 24.4; and 30.

Recognizing that there are differences in school size and cost of living across the state, average salaries for full time positions are:

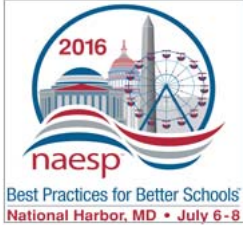
- CTE directors - \$89,122
- HS principals - \$91,087
- HS assistant principals - \$82,240
- HS AP/ADs - \$72,036
- HS ADs - \$76,520
- JH principals (small sample) - \$95,073
- JH APs - \$81,162
- MS principals - \$89,430
- MS APs - \$78,492
- Elementary principals - \$85,424
- Elementary APs - \$73,998
- Teaching principals (small sample) - \$72,061

As each of you or your local bargaining unit looks to use the information provided to you, our suggestion is always to compare your contract to those of similarly sized schools in your region of the state. Negotiating based on factual and comparable information is usually the most convincing strategy.

Finally, an eye-opening approach might be to take your salary divided by your number of work days to determine your per diem. Then take the salary at the top of your local teaching scale and with similar degrees to yours (masters, CAS, etc.), and compute the per diem for that position. You might want to note that those individuals also have opportunities for stipends for coaching, advisor positions, etc. that may increase those per diems.

As you begin the second half of this school year your MPA staff wishes you the best. If we can help you in any way please contact us. Happy New Year!

~ Dick Durost



NAESP Report

By Jane P. Stork, Principal of the Etna-Dixmont School
and
NAESP State Representative ~ jstork@rsu19.org

Happy New Year! I hope that each of you were able to get some needed rest and relaxation and are feeling revitalized and re-energized. Coming back from any vacation is challenging, but returning to school after the holiday break can be the most difficult. There are still over 100 days left and a great time to think about your plan for the remainder of the 2015-2016 school year.

- Look at your school calendar, list all of the upcoming events, prioritize and make changes and adjustments where needed.
- Meet with your superintendent and keep him or her up-to-date on happenings in your building.
- Meet with your teachers and go over the schedule for the rest of the year pointing out key dates and events.
- Meet with your students and remind them of your school's goals and expectations around academics and behaviors.
- Look at current student data, identify trends and work with your students and staff to define an approach to tackle any negative trends.
- Celebrate the successes of the first half of the year with your students, staff and community.

NAESP Members Benefits Corner

Your voice matters!

The NAESP Resolutions Committee met this past November to update statements in the NAESP Platform. Changes were made to 21 resolutions and a new resolution

(Continued on Page 3)

National Honor Society

Save the Dates—The annual banquet will take place on Thursday evening, March 10, 2016, in Brewer, and the convention will be held on Friday, March 11, 2016, at the University of Maine at Orono.

MPA Summer Leadership Retreat

The MPA Summer Leadership Retreat in partnership with Great Schools Partnership will be held at Point Lookout in Northport on June 22-24, 2016.

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

Secretaries' Conference

Maine School Law for School Secretaries

with Drummond Woodsum's
Ann Chapman and
Jeana McCormick

Wednesday, April 6, 2016

Hilton Garden Inn
250 Haskell Road, Bangor

Thursday, April 7, 2016

Harraseeket Inn
182 Main Street, Freeport

Participants will learn: Record Retention; Student and Employee Records and Confidentiality; Student Attendance and Truancy; Custody Issues; Student Medications and Employee Liability; Volunteers and Visitor Issues; Special Education and ADA Issues; Accidents at School; Student Residency; Child Abuse Reporting; School Financial Accounts; School Health and Safety Requirements; And More!

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



Our online MEd program provides:

- **A career-focused** education
- **Employee** professional development
- **Rolling admissions** and monthly start dates
- **Supportive advisors** who understand your needs
- **Maine SPED Law Course** available online; approved by DOE

Visit sjcme.edu/apprise or call 800-752-4723 to learn more.



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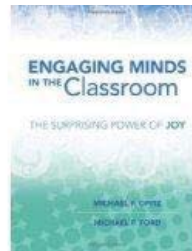


The Motivated Brain: Improving Student Attention, Engagement, and Perseverance By: Gayle Gregory and Martha Kaufeldt (2015).

"Informed by new findings on the nature of the brain seeking system, internationally renowned educators Gayle Gregory and Martha Kaufeldt have identified key brain-friendly strategies for improving student motivation, knowledge acquisition, retention, and academic success. In this book, readers will learn the science behind the motivated brain and how it relates to student learning... *The Motivated Brain* shows teachers how to harness the power of their students intrinsic motivation to make learning fun, engaging, and meaningful."

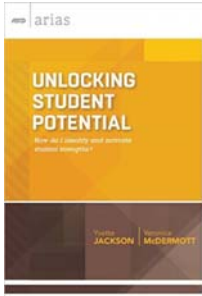
Engaging Minds in the Classroom: The Surprising Power of Joy By: Michael F. Opitz and Michael P. Ford (2014).

"In this book, you'll explore what Michael F. Opitz and Michael P. Ford have discovered about planning lessons that engage students and enable them to truly enjoy learning. The authors outline key findings from research on motivation and engagement and offer real-life teaching examples from various grades. They show how to systematically propel students to enjoy using their minds every day--and to view themselves as confident learners ready to take on the challenges of the world."



Unlocking Student Potential: How Do I Identify and Activate Student Strengths?

By: Yvette Jackson and Veronica McDermott (2014)



"When teachers recognize and focus on student strengths, they transform the learning environment into one of positivity and potential. Students begin to believe in themselves as capable, valued, and respected and show more willingness to invest and engage in school. They perform better. They crave and enjoy academic challenge, and they delight in outdoing themselves. Focusing on strengths is a no-cost, highly effective, nontraditional way of addressing persistent underachievement... This book offers concrete ways to identify student strengths and then build on them in your classroom or school throughout the year. These field-tested strategies will help awaken students belief in their own potential and put them on the path to lasting success."

NAESP Report... (Continued from page 2)

was proposed, Arts in Education. The advocacy staff of NAESP works to shape policies based on these belief statements.

Member feedback is encouraged and your comments and suggestions are welcomed. You may access the Committee's work and link to email your thoughts from the NAESP home page under the tab ADVOCACY and then NAESP Platform or cut and paste the following address into your browser: <https://www.naesp.org/naesp-platform-2015-2016>.

Thank you for all your support and I encourage you to contact me with any questions you may have about the benefits of NAESP membership.

Looking Ahead

- * **"National Honor Society"** — The annual banquet will be held on March 10 in Brewer, and the convention will be held on Friday, March 11 at the University of Maine at Orono
- * **"Having Hard Conversations"** with Jennifer Abrams— March 31, MPA Conference Center, Augusta ([Click Here](#))
- * **Secretaries' Conference - "Maine School Law for School Secretaries"** with Drummond Woodsum's Ann Chapman and Jeana McCormick, April 6 at the Hilton Garden Inn in Bangor and April 7 at the Harras-eeket Inn in Freeport ([Click Here](#))
- * **MPA Spring Conference** - April 28-29, Samoset, Rockport
Mental Health: How to Best Support Our Students and Ourselves
- * **"Building Supportive, Connected Schools: Preventing Bullying, Preventing Harm"** with Stan Davis, TBD, MPA Conference Center, Augusta
- * **MPA Summer Leadership Retreat**
(Continued on Page 4)

The Maine Apprise is published 10 times a year, September to June, by the Maine Principals' Association.

The Apprise welcomes articles from its members and other representatives of the education community. Please submit them to the editor by the first day of the month preceding publication.

The material published in this newsletter does not necessarily reflect the opinion or views of the Maine Principals' Association.

For advertising or subscription rates, please write or call the address below.

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PRincipal Tips

Points to remember when telling parents and other patrons about technology advances:

- Nearly everyone realizes that technology is a key tool for students, but there may be disagreements among your patrons about what constitutes the best technology choice. **You can't win this argument, so don't get involved.**
- Focus messages on your school's efforts to **maintain current technology** for students and how any changes will **benefit the learning experience.**
- **Keep information simple** so that a typical parent or patron can un-

derstand it without needing an IT professional to explain.

- **Consider where your news places your school** in comparison to other schools, and present your information accordingly.
- **Keep in mind how patrons think:** "Keep student technology current. Tell me in terms I can understand and in ways that let me see the benefit to students."

—National School Public Relations Association,
PRincipal Communicator,
December 2015.

Looking Ahead... (Continued from page 3)

with Great Schools Partnership, June 22-24, Point Lookout, Northport. ([Click Here](#))

* **Special Education Law Summer Institute** with Drummond Woodsum, July 12-15, Thomas College, Waterville ([Click Here](#))

* **Maine School Law Finance Institute** with Drummond Woodsum, July 10-22, Drummond Woodsum, Portland ([Click Here](#))

* **Maine School Law Summer Institute** with Drummond Woodsum, July 26-29, Point Lookout, Northport ([Click Here](#))

Follow us on Twitter!

MPA Professional—@DurostMPA

MPA Professional Division—

Holly Couturier—@HDCouturier

The University of Maine announces the start of a new master's cohort for fall 2016

Educational Leadership Master's Cohort

The Educational Leadership master's cohort provides:

- Instruction that values working professionals
- Hybrid courses combining face-to-face meetings on evenings and weekends, as well as online components
- Career-centered learning that bridges theory and practice
- A focus on school leadership for all educators
- Completion in as little as three years

For more information, contact JoEllen Carr,
207.581.2455; joellen.carr@umit.maine.edu



umaine.edu/graduate/apply

The University of Maine is an equal opportunity/affirmative action institution.



THE UNIVERSITY OF
MAINE

Observances

- * **January 1-31**
 - National Mentoring Month
Recognizing the need for every child to have a caring adult in his or her life
- * **January 1**
 - Near Year's Day
- * **January 4**
 - World Braille Day
Celebrating the birthday of Louis Braille (1809)
- * **January 4-8**
 - New Year's Resolution Week
- * **January 7**
 - Orthodox Christmas
- * **January 17**
 - Bald Eagle Appreciation Day
 - Kid Inventors' Day
- * **January 18**
 - Martin Luther King, Jr. Day
 - National Day of Service
- * **January 23**
 - National Handwriting Day
Recognizing the art and value of legible handwriting
- * **January 25-29**
 - Clean Out Your Inbox Week
- * **January 27**
 - Holocaust Memorial Day
- * **January 28**
 - Christa McAuliffe Day
Commemorating Christa McAuliffe and the other six astronauts killed in the Challenger tragedy (January 28, 1986)

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Click on the link below to go to our Facebook Page:

<https://www.facebook.com/pages/Maine-Principals-Association-Professional-Division/1703592959867688>

CALL THE MPA HELP LINE
207-622-0217

We are here to help you and answer questions!

Extensions:

24 = Dick Durost	22 = Tammy McNear
25 = Mike Burnham	27 = Diane Patnaude
26 = Holly Couturier	30 = Patty Newman
41 = Gerry Durgin	

MPA Mission Statement

To assure a quality education for all students, the Maine Principals' Association will:

- (1) promote the principalship;
- (2) support principals as educational leaders; and
- (3) promote and administer interscholastic activities in grades 9-12.

The University of Maine is accepting doctoral students for a new Ph.D. cohort starting fall 2016

Educational Leadership Ph.D. Cohort

The Educational Leadership Ph.D. cohort provides:

- An opportunity for experienced educational leaders to grow professionally and academically
- A focus on school leadership for all educators
- Coursework in a collaborative educational environment where Ph.D. students in educational leadership learn and share classes with Ph.D. students in literacy education and prevention and intervention studies
- Weekend, evening and online classes to meet the needs of working professionals



For more information, contact JoEllen Carr, 207.581.2455; joellen.carr@umit.maine.edu

umaine.edu/graduate/apply

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Featured Regions!

Each month, the *Apprise* is going to feature at least three schools from each of the eight regions in Maine. There are many great things going on in our schools that people don't know about, and it's time THEY ARE spotlighted! The January *Apprise* features the York Region. Next month we will feature the Cumberland Region. If you would like to have your school spotlighted, please send Holly Couturier an e-mail stating your interest and at least one great thing about your school. She will contact you and make arrangements for an hour long visit. During her visit, she will not only speak to you and take a picture of you and the school, she would also like to talk to students in your school and get their perspective of "What makes their school and principal great?" Enjoy!



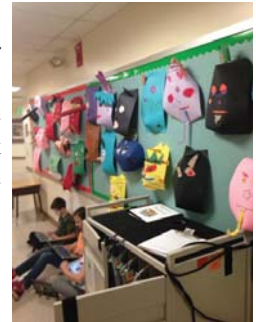
L to R: Principal Ginnie Drouin and Assistant Principal Cindy Pellin

Alfred Elementary School

Alfred Elementary School is a grades k-5 school in Alfred, Maine. Twelve teachers and nine educational technicians teach the 220 students. They have a 40% free and reduced lunch rate.

Respect is not just an expectation at Alfred Elementary, it is a way of life. There are only four rules by which everyone abides by: be respectful, respect your materials, listen to directions, and keep your hands and feet to yourself. Every morning, the school has a student-led assembly called "Creating a Respectful Environment (CARE)." Started ten years ago as an anti-bullying program, CARE time has the students gather together to say the Pledge of Allegiance, recite the four rules of the school, celebrate birthdays, and at times award Praise

Notes or openly discuss students' different diagnosis. Over time, this has created a safe environment where the students are empathetic toward each other. They know it's okay to be different. Because the students feel safe, behaviors have improved and test scores have gone up.



It is no surprise that Apple has acknowledged Alfred Elementary as an Apple Distinguished School. They were one of the first schools in the state to offer 1:1 iPads to all of their students. The staff has completely embraced technology as a tool for learning and the students love having the individualized instruction using QR Codes. The teachers are given the freedom to try new things to keep learning exciting for the students. I had the pleasure of talking to Nate and Jacob, two fourth grade students who shared their love of school. "The teachers are AWESOME ~ they make learning fun! We do a lot of research using the iPads. We just finished a project on Maine Tribes and are now working on animal adaptations." When asked to describe their school in just one word, "Terrific" and "Awesome" were the words of choice.



I also had the pleasure of speaking with two fifth grade students: Fallyn and Josh. They described how they use technology to further their learning. "We use our iPads to help us with our math, reading, and writing. We use Google Drive and Google Docs for our reading groups. We turn in our work online and it gets edited and sent back to us to correct. It's how we communicate with our groups and our teacher."

Principal Ginnie Drouin has a vision for the school and the entire staff share this vision. "Mrs. Drouin has a vision for our students. 'All kids can do this!' is what helps our teachers be competitive with themselves and each other to continue to use data, inform instruction, and best support student learning," says Assistant Principal Cindy Pellin. 100% of the staff is dedicated to the success and well-being of every child. Together they work very hard and create an optimum learning environment for the students.

If you want to see individualized instruction using technology as an effective learning tool at the elementary level, I highly suggest you visit Alfred Elementary!

Contact Information: Alfred Elementary School, 21 Sanford Road, Alfred ME 04002 ~ 207-324-3831
Principal: Ginnie Drouin • Assistant Principal: Cindy Pellin / E-mail: virginiadrouin@rsu57.org

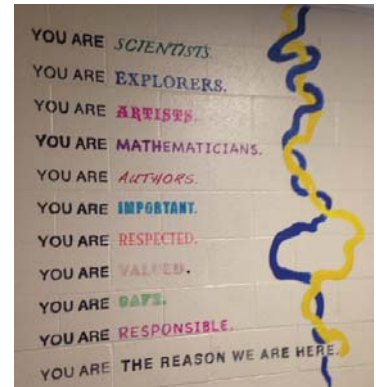


Saco Middle School

Saco Middle School is a grades 6-8 school in Saco, Maine. The 620 students are taught by 50 teachers and 17 educational technicians. They have a 34% free and reduced lunch rate and a 17% special education population.

The Saco Middle community has adopted Restorative Practices. According to former principal Laurie Wood, "Restorative practices isn't a program, it's an attitude that all have incorporated into the daily life here at Saco Middle." Years ago the staff came together to create Habits of Work (H.O.W.) rubrics that are continuously used uniformly throughout the school. The staff use these rubrics to talk about behaviors with all of the middle school students. They have eliminated after school detention and moved to a Friday Restorative Practice where the students must participate in a restorative action if they did something they shouldn't have. For example, if a student made a mess in the cafeteria, on Friday, that student would help the custodian clean the cafeteria. Since moving to this model, they have significantly fewer behavior issues. The students and staff are able to have quality conversations about behavior and expectations.

While the entire staff created and are using the H.O.W. rubrics, there is a pilot group of teachers who have created standards-based rubrics in some academic areas. Through staff discussions, they are finding that these teachers are able to give more specific feedback to students, parents, and other teachers. The students in the classrooms know themselves as learners as they have a greater level of self-awareness that will benefit them as they move on to high school.



Every student at the school participates in intervention three times per week. The other two days during the week, 100% of the students participate in enrichment. This is when the students sign up for a class on a topic for which they are interested. To further support student learning, the library has been partially turned in to a "Learning Lab" which is staffed by a full time librarian/tech integrator. Students can come to the learning lab to receive support in addition to the intervention blocks.

Walking through the halls of Saco Middle you can see that the staff are committed to the success of every student. Once a school with no walls, murals with motivational messages and student art work are proudly painted throughout the school. The staff fully support the students in the arts, music, sports, and academics. They are completely committed to the success of the whole child.

Contact Information:

Saco Middle School, 40 Buxton Road, Saco 04072
Phone: 207-282-4181
Former Principal Laurie Wood
Assistant Principal Mark McDonough
Email: mmcdonough@sacoschools.org



R.W. Traip Academy



R. W. Traip Academy is a grades 9-12 school which houses approximately 280 students who are taught by 33 teachers and 9 educational technicians. Located in Kittery, they have a 22% free and reduced lunch rate and a 13% special education population.

In 1905, Robert Traip, a patriarch of the Kittery community, willed land and funds to build a high school in the town. Originally three separate buildings, Traip Academy underwent a facilities upgrade 25 years ago which connected two of the original buildings with a new addition. Upon walking into the atrium by the office, you can still see the original entrance majestically welcoming all into the school. Flags from each of the current foreign exchange students' countries are prominently displayed in the atrium as well.



Being located near the Portsmouth Naval Ship Yard allows for 20% of the student population to be from military families. The local students welcome all of the "new" students into their community and help them all to feel welcome in a very short period of time.

There is a boat launch behind the school and teachers from the science department bring classes down to the estuary to study marine life. Currently, a group of students is studying the depleting oyster population and its impact on the Piscataqua River. The students are working side by side with students from the University of New Hampshire to research the problem and offer possible solutions. This is just one example of the expanded learning opportunities that Traip Academy offers to all of their students.

Principal, Eric Waddell, proudly speaks to the vision of the school, "In March 2012, the school and community adopted a redesign plan, *A Vision For the Future*. We are striving to customize and personalize learning for all of our students. The staff has worked, and continues to work hard at making sure that learning is meaningful and purposeful for each and every one of our students."

To further support this vision, they have been able to hire an Expanded Learning Opportunities Resource Coordinator whose primary responsibility is finding outside learning opportunities for students in order to help them be successful. This could be in the form of internships, job shadowing, early college, or providing a learning environment that can be accessed online through Virtual High School.



Failure is not an option for any student at Traip Academy. They have one classroom which has been dedicated as the "Success Center." This space is staffed by a full time teacher with other regular education teachers scheduled to come in and offer support for students on a rotating basis. The students know the schedule of when the other teachers are going to be in the Success Center and will come down during study halls or free periods to receive additional support.

If you want to see proficiency based learning at its best, I highly encourage you to visit Traip Academy!

Contact Information:

Traip Academy, 12 Williams Ave, Kittery, ME 03904 ~ 207-439-1121
Principal Eric Waddell ~ Assistant Principal Michael Roberge
E-Mail: ewaddell@kitteryschools.com



MPA Photo Album



Evaluation and Support of Principals and Other Educational Leaders with Kim Marshall

Friday, December 18, 2015



C - Curriculum & Data
BIG IDEA.
• Data drives the what, why and how of improvement... worthy of celebration.

5 INFO GATHERING STRATEGIES

- Face to face w/Principal
- Meet w/ Teachers or teacher teams
- Artifacts: Data boards, notes, surveys, PLP's, Budget Requests
- Attend data meetings
- Ask Students, "Why, what are you doing?"
- Ask, "how success is celebrated?"

DATA is POWER!

MPA Photo Album

Evaluation and Support of Principals and Other Educational Leaders

(Continued)

Friday, December 18, 2015

