



An affiliate of the National Association of Elementary School Principals



## **Southside Elementary School Principal Scott Schiller Named Wyoming's 2024 NAESP National Distinguished Principals**

**Powell, WY – January 29, 2024** – Mr. Scott R. Schiller, principal of Southside Elementary School in Powell has been named Wyoming's 2024 NAESP National Distinguished Principal by the Wyoming Association of Elementary and Middle School Principals (WAEMSP).

Schiller has served in various roles throughout his career in education. He has been a teacher as well as an assistant principal before becoming a principal in 2012. Mr. Schiller has served as the principal of Southside Elementary School since 2012. Schiller earned a bachelor's degree in

elementary education from the University of Wyoming in 1990 and a master's degree in educational leadership from the University of Wyoming in 2002.

In his role as principal of Southside Elementary School, Schiller has built a remarkable commitment to using results for targeted interventions and enrichments. This commitment has resulted in prestigious awards, namely the 2013 National Title 1 Distinguished School Award and the 2014 & 2023 Blue Ribbon Schools Award, all acknowledging academic excellence. Southside has also been recognized as a Model PLC school on numerous occasions.

Another accomplishment of Schiller's leadership is the commitment to move beyond solely academics to prioritize all students' social-emotional well-being. Introducing Quantum Learning's 8 Keys of Excellence and reinforcing them via peer-to-peer mentoring sessions which reflects Southside's dedication to meeting the needs of the whole child. This effort has led to improved PBIS efforts, strengthened counseling/social work capacity and improved community partnerships.

"Mr. Schiller's leadership extends beyond the school walls, as he actively engages with the broader educational community. His participation in district-wide initiatives, professional associations and collaborative partnerships has contributed to the overall improvement of education in his school, our district and in our region. His passion for educational excellence and advocacy for students has left a lasting mark on the educational landscape of Powell," said Mr. Jay Curtis, Superintendent of Park County School District #1.

A panel of principals selected Schiller from four finalists for Wyoming's National Distinguished Principal. He was presented with this honor during a schoolwide assembly at Southside Elementary School on January 29, 2024.

(Continued on next page)

“I am more than thrilled to congratulate Mr. Scott Schiller on being named the 2024 Wyoming NAESP National Distinguished Principal. His dedication to student success, innovative leadership, and unwavering commitment to fostering a positive and inclusive school community have made him an exceptional leader at Southside Elementary School,” said Kenny Jones, Executive Director of the WAEMSP. “This prestigious recognition is a testament to his outstanding contributions to education. Mr. Schiller serves as an inspiration to us all.”

The Wyoming NAESP National Distinguished Principal program is presented by the Wyoming Association of Elementary and Middle School Principals (WAEMSP). Each year, the winner receives a trip to Washington, D.C. for the NAESP National Distinguished Principal Awards Ceremony which is sponsored by the National Association of Elementary School Principals.

**About the NAESP National Distinguished Principal Award:** Each year, NDPs represent PreK through grade 8 public schools from across the country as well as principals in U.S. private schools and those from the United States Department of Defense Office of Educational Activity and the United States Department of State Office of Overseas Schools. Public school elementary and middle-level principals are nominated by peers in their state, and final selections are made by a committee appointed by each of NAESP’s state affiliate offices.

**About WAEMSP:** Since 1956, the Wyoming Association of Elementary and Middle School Principals has served as Wyoming’s professional educational association and now represents 205 elementary and middle school principals and aspiring principals throughout the state. WAEMSP is an affiliate with the metropolitan Washington, D.C. based National Association of Elementary School Principals and its 18,000 members worldwide.

A red rectangular advertisement for Renaissance Learning. On the left side, there is a large, stylized white letter 'R'. To the right of the 'R', the text 'Helping teachers help students help themselves.' is written in a large, black, serif font. Below this text, in a smaller black serif font, is the sentence 'Renaissance provides the right digital tools and insights to unlock the potential within every child.' In the bottom left corner, the word 'Renaissance' is written in a bold, black, sans-serif font, with the tagline 'See Every Student.' underneath it in a smaller, black, sans-serif font. In the bottom right corner, there is small text: '© 2023 Renaissance Learning, Inc. All rights reserved. | www.renaissance.com 662398.0423'.

## WAEMSP Elections

### Spring 2024

WAEMSP will be holding its annual election of officers from Tuesday, March 12 - Tuesday, March 19, 2024. We have two elected positions which are open this spring. During the general business meeting at our state conference we received nominations for our **State Vice-President** and for the **State Representative**. Below are the bios for the principals who are running for these open positions. I will be sending out the link to our electronic ballot on the morning of the 12th.



#### WAEMSP Vice President

##### Stacie Anfinson

Greetings fellow principals! I am honored and excited to be one of the amazing principals on the ballot to serve as your WAEMSP Vice President. I am currently our middle-level representative on the executive board and look forward to the opportunity to continue to work with all of you in a new capacity.

I began my career in Sweetwater County 1, teaching 3<sup>rd</sup> and 4<sup>th</sup> graders at a rural school in Superior, Wyoming for two years before moving to Laramie to teach at Spring Creek Elementary. I taught elementary students for 14 years before moving into my first principal position at Linford Elementary School in Albany County. I was an assistant principal at Linford elementary, Laramie High School, and Laramie Middle School before taking my first head principal job at Rock River School. Currently, I am in my fourth year as principal at Rock River School (K-12) in Albany County. Throughout my 24 years in education, I have always embraced opportunities to learn and grow to better serve our students and their families, as well as staff members and their families. Our schools are community hubs and our stakeholders need quality teachers and principals now more than ever. As a member of our association, I have always appreciated how our team can come together to support each other and problem solve. “One Wyoming” is a common theme across our state, mostly because of how the university markets it, but I believe it is truly a reflection of how all of us in our association operate as well. I am honored to have the opportunity to serve as your WAEMSP Vice President and look forward to working with all of you in the future.



#### WAEMSP Vice President

##### Jake Evans

I am honored to be considered to serve as your WAEMSP Vice president. I am fairly new to the WAEMSP association, 4 years in total, however I come as a seasoned 22 year veteran in education.

For 18 years I was in the secondary education field as an Agriculture Educator for Buffalo High School. During my tenure as an Agriculture Educator I was an officer and president for the WATA (Wyoming Agriculture Teachers Association). While holding these offices I served the WATA members by actively being involved with the state legislature, being on state and national committees, and developing meaningful professional development opportunities for our members.

I received my Masters in Curriculum and Instruction in 2011 and my Principal Endorsement in 2015 both of which were through the University of Wyoming. During the pandemic I transitioned into administration as the Kaycee K-12 Principal and have discovered my love for the educational journey of school.

Working with children has been my passion and I truly can say I have never begrudged going to my school. I love every minute of my day in my building. Over the past 4 years I have been blessed with amazing growth opportunities provided by our association. Our association is strong, tight knit and focused on the right things in education. From our conferences to our weekly virtual meetings, there is a benefit for every member. I feel privileged to be a member of our strong association and I hope to be able to serve our members to the best of my ability.

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## **WAEMSP Vice President**

### **Allison Lewis**



I am excited about the possibility to serve as your WAEMSP Vice President. With over six years of experience as a principal in Wyoming and a diverse background in education, I am committed to advancing the mission and goals of WAEMSP.

My educational career continued after high school when I received my undergraduate degree in Elementary Education at Drury University in Springfield, MO in 2012. I graduated with a Master's Degree in Elementary Administration in 2017 and a Specialist Degree in Educational Leadership in 2019 from William Woods University, Fulton, MO.

My journey in education began as a 1st-grade teacher and has since encompassed roles such as PE teacher, Athletic Director, Bus Driver, Coach, Technology Director, Assistant Principal and Assessment Coordinator. These experiences have provided me with a comprehensive understanding of the challenges and opportunities facing educators today.

As the Principal of Glenn Livingston Elementary in Park County, a school known for its high academic achievements and standards, I have spearheaded initiatives to create a culture and climate conducive to the high achievement of students and staff. Our recent opening of the CoLABratory, in conjunction with the Governor's RIDE Initiative, has further exemplified our commitment to innovation and excellence in education.

We are very fortunate to have such a strong association in Wyoming and I feel very privileged to be a member. I look forward to the opportunity to continue to support and serve the dedicated members of our association. Together, we can make a difference in the lives of students, educators, and communities across Wyoming.

Thank you for considering my candidacy.

Sincerely,

Allison Lewis

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***The mission of WAEMSP is to promote and support the improvement of education for all Wyoming children through effective educational leadership***





## **WAEMSP State Representative**

### **Heather Moro**

**Heather Moro: A Dedicated Educator with a Vision for Wyoming**

Heather Moro is not your average candidate for Wyoming State Representative. With a background deeply rooted in education and a passion for serving her community, Heather brings a unique perspective and a seasoned voice to the advocacy arena.

After earning her Bachelor's degree in Education from the University of Oregon, Heather began her teaching career in an urban junior high school in Seattle. From there, life brought Heather to Wyoming where she worked as a special education teacher while she earned a Principal Endorsement from the University of Wyoming. For the past 19 years, Heather has served as the Principal of Rock River School (3 years) and Slade Elementary School (16 years). During this time, she honed her skills as a leader, fostering a supportive and inclusive learning environment where students, families, and staff work together to achieve at high levels.

As a firm believer in the power of collaboration and community engagement, Heather became actively involved in various educational organizations, including the Wyoming Association of Elementary and Middle School Principals (WAEMSP). Through her leadership roles within WAEMSP, including Secretary, President, and State Representative, Heather advocated tirelessly for the interests of educators and students, championing policies that promoted equity, diversity, and excellence in education.

As the current State Representative for WAEMSP, Heather is committed to public service and advocacy at the state and federal level. Utilizing her experiences, Heather aims to be a voice for all Wyoming principals and would welcome the opportunity to continue to serve in the role of State Representative.

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## **WAEMSP State Representative**

### **Jeff Verosky**

I am honored to be considered by you for the position of State Representative on the WAEMSP Executive Board. Over my almost 30-year career in education, I look back and feel privileged to have been able to work with children and affected so many of them as they learn and mature into adults. I actually did not start my career in education, but got here as quickly as I could from my job as a meteorologist. After 10 years as a science and math teacher, I have worked in school administration as an Assistant Principal, Athletic Director and Principal in Texas, Colorado and Wyoming. I love WYO and have been here the past 13 years. I am currently the Principal & Director of the Laramie Montessori School.

From early on in my career, I have felt it is important to give back my time to assist youth and others in my community. During this time, I have volunteered in many ways, from serving on County Grand Juries, HOA boards, and Boards to help with the youth & community issues of smoking, drugs and alcohol abuse. In recent years, I have been appointed to the City of Laramie Safety Commission and appointed by Governor Mead & Gordon to the Department of Family Services Advisory Council. I would love to be the next WAEMSP State Representative, and use my experience to help the administrators and students of Wyoming continue to move forward and bridge the gaps between Federal and State educational groups, as those who have held this position in the past have.

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## Self-Assessment Strategies for Assistant Principals

*By Kaylen Tucker and Gracie Branch*

The disruptions brought on by the pandemic clarified the importance of shared leadership models that leverage a team approach to school leadership. With the number of assistant principals serving in U.S. public schools at an all-time high, the AP position functions as a key element in the equation and as a solution to a number of problems. One of those problems is the high turnover rates seen among principals in schools nationwide, says a report released in June 2023 by Policy Studies Associates and commissioned by The Wallace Foundation, “[Assistant Principal Advancement: A Guide for School Districts](#).”

For districts, the report encourages the examination of current practices, forecasting of staff vacancies, identification of likely candidates, and development of ways to prepare APs to move into principal roles. But for aspiring school leaders, advancement might demand the development of pathways that don’t yet exist.

With the AP role being the unofficial stepping-stone to the principalship and substantial growth in their numbers nationwide, the report says, most of today’s principals have AP experience. But it’s the principal who has the greatest impact on a school’s direction, so a strong leadership pipeline that equips APs to advance can greatly benefit schools—and particularly high-poverty schools.

In spite of the promise of programs to cultivate capable principal candidates, the structures districts have in place today for AP development vary. For example, Loudon County (Virginia) Public Schools recently launched a Leadership Academy for APs and defined its evaluation criteria for administrators, but has yet to take the next step to identify candidates suitable for advancement. “I am not aware of an effective method of doing this in my district,” Janet Lewis, AP of Dominion Trail Elementary School said in an NAESP focus group. “I’ve heard other APs complain about the lack of acknowledgement.”

The Derry Township (Pennsylvania) School District is on the way to having a comprehensive plan in place, identifying APs who want to become princi-

pals, gauging their effectiveness, and helping them learn more with a range of professional development offerings. Efforts to expand principal candidate diversity, however, could use “more champions,” said Anna Gawel, AP at Hershey Intermediate School.

### Pathways to Leadership

Developing a robust talent pipeline means identifying candidates who may be ready to move into building leadership. Principals and their supervisors are key to spotting talent; they can look for the skills, competencies, and performance that match district and building expectations. Each candidate’s career goals should align with the school’s mission, needs, and leadership standards.

The report says that it’s up to the district to implement a pathway of professional learning to the principalship—one that bridges the gaps between leadership training programs and the real-life demands a principal will face. In the absence of such support, APs and principals may need to build the essential components of professional learning from the ground up. To identify areas in which professional learning is already strong and where preparation needs to be strengthened, a building-level review of data can gather perspectives from principals, principal supervisors, assistant principals, and teachers.

Specific needs will likely emerge for individual candidates. “Without a background in special education, everything in that area was a black hole for me,” said Tamera Marco, AP at Hunt Elementary School in Puyallup, Washington. “I had a hard conversation with HR as a result. I didn’t know enough in that area to be a competent leader.”

### Candidate Self-Assessment

Based on the report’s recommendations, candidates appropriate for advancement must exhibit superior leadership behaviors and be ready to move up. APs should gauge themselves on the following factors to determine whether they are prime candidates:

**Career goals.** Do your career goals include taking on the principalship, and how soon? The principal advances district priorities at the building level, so the AP should be prepared to internalize and support those goals.

- **Alignment of skills.** Aspiring principals should have the opportunity and support to demonstrate skills, competencies, and performance expectations that are in alignment with established principal standards.
- **Diversity.** Evidence suggests that students in schools led by principals of the same race realize better outcomes. Diversity encompasses the full breadth of a person's identity, however; race is only one aspect.
- **Culturally responsive leadership.** Culturally responsive leaders can create inclusive environments by using equity audits, tapping school data to address cultural gaps in achievement, challenging exclusionary policies, and promoting inclusive instructional and behavioral practices.
- **Performance.** In selecting a new principal, districts will look at an assistant principal's past performance in formal evaluations and other evidence of a positive relationship between the AP's tenure and student achievement.

**Experience working with effective principals.** Research says APs who work with effective principals have a greater likelihood of success in the principalship, but talented APs who have excelled in low-performing schools may also make good candidates for advancement.

#### An Understudy With Initiative

APs looking to advance can reflect independently on the areas of practice available in their districts and advocate for opportunities where deficiencies exist. The report highlights several areas in which APs can forge professional learning pathways:

- **High-quality mentoring and coaching.** Ideally, the principal should provide (and invite) feedback to improve the quality of coaching and mentoring while focusing on building AP capacity. Look for and effective, experienced principal who has trained as a mentor, worked with other assistant principals, and/or served previously as an AP.
- **Job shadowing experiences.** APs should seek out job-shadowing opportunities with principals of nearby

schools who demonstrate proficiency in a range of leadership areas, including fiscal management, culture and climate, and instructional leadership.

- **Collegial learning networks.** APs can benefit from opportunities to meet with cohorts of principal hopefuls to learn from each other, reflect, and enhance leadership practice in preparation for the principalship. Professional organizations such as NAESP are a good place to begin.
- **Job-embedded learning experiences.** With input from principals, APs should seek out professional learning content that addresses critical skills that have posed challenges to novice principals, principal supervisors, teachers, and other stakeholders. Research-based practices can help inform decisions, enhance school culture and climate, and complete other tasks that align with the day-to-day duties performed by principals.

**Center learning in equity.** APs should pursue applied learning experiences that focus on equity and culturally responsive leadership. Look for opportunities to provide actionable feedback to teachers as instructional leaders and opportunities to improve student achievement and social-emotional well-being.

"My experience in the AP role has been like a mentorship," Meghan Denson, AP at Hoover, Alabama's Brock's Gap Intermediate School, told NAESP. "I have been able to see what it is like to run a school in all aspects. I'm thankful to be under a principal who has given me experiences to be ready for the next step if I choose to take it."

#### The AP's To-Do List

What should APs do to build their skills before moving up? The report offers the following recommendations:

**Prioritize professional growth.** Actively seek out opportunities for learning and development in areas such as leadership skills, instructional strategies, and equity-centered practices. Engage in workshops, conferences, and networking to enhance your expertise. "I was part of a program that created a WhatsApp," said

Geraldine Peltier, AP at Dunseith Day School in Dunseith, North Dakota. “You could go and text questions or problems, and others in the community could immediately text back to give me feedback. That gave me a whole support system, and I didn’t have to wait for a meetup.”

1. **Cultivate a leadership mindset.** Approach the AP role with a strategic vision. Focus on the broader goals of the school and district and how your contributions align with those objectives. Think critically and proactively about innovative solutions.
2. **Build strong relationships.** Forge positive connections with colleagues, teachers, students, parents, and community members. Effective leadership is built through communication and collaboration, so engage in active listening and consider diverse feedback. “We are all coming from different perspectives,” said Willie Burrell, AP at Mona Shores Middle School in Grand Haven, Michigan. “We need to work on strengthening relationships. A good leader must always focus their attention on what the other person might be going through. I step outside myself and ‘love on’ other people.”
3. **Seek mentorship and coaching.** Connect with experienced principals and administrators for mentorship and coaching. Learn from their insights, challenges, and successes. Ask for guidance to refine your

leadership style and navigate difficult situations. “My principal and I have worked together for four years, and our vision is very much aligned,” said Donielle Jones, AP at Deer Run Elementary School in Indianapolis, Indiana. “It really works when there is true mentorship and no hidden agendas. I believe our school culture is good because of our teamwork, and if my district approves, I may move into a principalship soon.”

**Embrace continuous improvement.** Adopt a growth-oriented mindset by reflecting on your experiences and seeking feedback regularly. Identify areas in which you may be able to enhance your skills. Reassess your goals and adapt your strategies accordingly.

By following these recommendations, assistant principals can prepare themselves for success within their roles and position themselves for advancement—while continually contributing to the enhancement of student outcomes and school success. The AP role may be a stepping stone to the principalship, but it takes dedication to develop into a leader who’s ready to take the reins on Day One.

*Kaylen Tucker is NAESP associate executive director, Communications, and editor-in-chief of Principal magazine.*

*Gracie Branch is associate executive director, Professional Learning, at NAESP.*





# LEARNING IMPACT

## principal framework

**PROFESSIONAL DEVELOPMENT,  
DONE RIGHT.**

**The principalship is one of the most complex jobs around.** Principals are expected to demonstrate expertise in human resources, facilities, public relations, human development, federal law, crisis management, party planning, local fire codes ... you get it. Oh, and principals are also expected to artfully shift school culture and lead gains in student growth and achievement.

**As longtime school principals and education leaders,** we have observed and worked with principals whose students achieve at consistently high levels, and/or who have led schools to greatly improve student learning outcomes. While they work across different schools, communities, and states, these leaders display strong commonalities in their approach. In short, they spend a vast majority of their time in what we call the **learning impact zone**. This focus mirrors our own experience as proven leaders whose students demonstrated high levels of learning over sustained periods of time.

## 2024-2025 COHORT

- 9 in-person workshop days
- 6 individual coaching sessions
- 3 Superintendent updates
- Collegial network

**Kick-off workshop: June 10-12, 2024**

**The Learning IMPACT Principal Framework** is a structure for professional development centered on effective school leadership. The framework takes a unique approach by emphasizing factors proven to grow student learning in schools. Our PD is designed to build the skillsets and mindsets that allow principals to shift their time and energy into the **learning impact zone** and truly improve student learning.



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Sheridan, WY



**BREEZ DANIELS**  
Thermopolis, WY

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**Presenter:** Robyn Jackson, CEO of Mindsteps Inc., which helps schools improve schools by using the teachers and resources they already have.

**What Is My Value to the Teachers That I Supervise, Instructionally?**



**Presenter:** Baruti Kafele, an author, a speaker, a master teacher, and a transformational school leader.

**Creating a Culture Where Teachers Can Teach and Students Can Learn**



**Presenter:** Kim Campbell, an author, a speaker, a middle-level teacher, and a dean of students who founded the afterschool program called Students on the Academic Rise, or SOAR.

**Mastery Unleashed: Using AI and Khan Academy District Partnerships to Transform Education**



**Presenter:** Dr. Jason Feig, from Khan Academy, which offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom.

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## NAESP 2024 Election for Vice President

Every spring, NAESP conducts an election for the next vice president, which is a three-year term. Eligible NAESP voting members receive an email with a customized link to cast their vote. Following the election, the Election Audit Board certifies the election results for the office of vice president. NAESP officers serve the first year as vice president, the second year as president-elect and the third year as president.

**Who's eligible to vote?** NAESP membership types eligible to vote include: Active, Institutional Active, Assistant Principal, and Emeritus. Membership types **not** eligible to vote include: Aspiring Principal, Associate, International Associate, and Institutional Subscription.

**How will eligible NAESP members vote?** NAESP has retained the services of Survey and Ballot Systems to administer the election. Eligible voters will receive an email with a customized embedded link to cast their ballot. To assure your election messages arrive safely in your inbox, make sure your email address is current in your NAESP member profile and add this email address to your safe sender list: [noreply@directvote.net](mailto:noreply@directvote.net).

## Meet the 2024 Candidates



Ann-Marie Gleason, Ed.D.  
Principal, Harpeth Valley Elementary School  
Nashville, Tennessee

### Candidate Statement

#### NAESP – Equipping Leaders with a Foundation for Success

Nelson Mandela spoke to the transformative power of education when he stated, “Education is the most powerful weapon which you can use to change the world.” As principals, we are the primary catalyst for creating a positive learning environment where all students can build a firm foundation for success.

One of the best decisions I made when I began my administrative career 19 years ago was to join NAESP and TPA. I was fortunate to serve as the Zone 4 Director of NAESP from 2019-2022, which allowed me the opportunity to have a deeper understanding of how NAESP provides the supports necessary for leaders to grow to their fullest potential.

If selected as the Vice President of NAESP, I commit to supporting, empowering, and connecting with NAESP members through the following actions:

**Support:** Supporting state level organizations’ success as they

grow their NAESP membership base; Advocating on behalf of our principals on Capitol Hill

**Empower:** Identifying challenges that principals face and providing guidance and professional development to increase principals’ confidence to courageously lead their school communities (though professional learning opportunities, publications, on-line NAESP resources)

**Connect:** Recognizing and sharing best practices from each state organization so that we continue to refine our craft as both building level administrators and as leaders in our national/ state organization

School administrators make an infinite number of decisions every day, impacting the lives of the thirty-five million children enrolled in our nation’s elementary and middle schools. The advocacy of NAESP elevates the collective voice of America’s principals, ensuring that all stakeholders have a clear understanding of the challenges and celebrations that take place in our schools every day.

If selected to serve as Vice President of NAESP, I would work collaboratively with the NAESP Board of Directors, NAESP staff, and state leaders to continue to propel our organization forward by focusing on the following key issues:

- Strengthening proactive mental health supports for students and staff
- Empowering school communities to mitigate barriers that negatively impact student success – including poverty, access to resources, and school safety
- Connecting aspiring principals to mentorship opportunities that continue throughout their first three years in educational leadership
- Advocating for all schools to have equitable and adequate



funding, including the continuity of academic and emotional supports previously funded by ESSER.

I am grateful for the firm foundation of effective leadership practices that NAESP provides to school leaders. NAESP's intentional support, empowerment, and connection has contributed to my growth and success as a school leader. It would be an honor to serve as the Vice President of NAESP.

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**Jon Wennstrom**  
Principal, Riley Upper Elementary School  
Livonia, Michigan

## Candidate Statement

### **Celebrate, Connect & Cultivate!**

If given the opportunity to serve as vice president of NAESP, I will use my role to focus on key issues facing our profession. Some of those issues include principal burnout causing leaders to exit our profession, principals working in isolation without a professional learning network, and the lack of new principals ready to step into the role of building leadership. I will be a person of action and work with my NAESP colleagues to tackle these issues by celebrating our profession, connecting our existing members, and cultivating new leaders.

**CELEBRATE:** As a building and organizational leader, I have always focused my energy on celebrating the positives of our team members and the collective work we do. As a principal, I celebrate our students and our staff through the use of social media, schoolwide assemblies, positive phone calls, and even through songs. Education is a noble profession and I believe those that dedicate their lives to this calling should be celebrated. For nearly 30 years, I have used my roles in education to promote the positive impact educators have on our students, community and the world. I also believe that the most meaningful celebrations are small moments and conversations that happen in a personal setting.

As the president of MEMSPA and of Rotary, I have used "member spotlights" to share out the remarkable things that are happening within the organizations as well as the accomplishments of our members that are often overlooked. I would do the same for the celebration of members as vice president of NAESP.

**CONNECT:** Several years ago, I was able to develop a Profes-

sional Learning Network that connected me to inspirational educators from around the world on social media. It was an avenue to share ideas, celebrate successes and learn from failures. It also led to connections that have developed into friendships over the years. From the PLN, I was invited to lead an educational blogging group that helped me grow through writing, reading and reflecting. As Vice President, I would use social media platforms to help connect educators, share ideas, and celebrate our profession.

Another way of connecting educators is through conferences. Long before serving on the board of directors for NAESP, I was attending both state and national conferences to learn and grow from my colleagues near and far. Attending and presenting at conferences is a great source of inspiration and energy for me. Even more than connecting with other educators, I love to help educators connect with one another. As vice president, I would strive to connect our members both online and in-person.

**CULTIVATE:** Having worked on legislative advocacy for our profession for the past several years, I know that challenges facing educators today include the lack of a new principal pipeline and the struggles impacting early career administrators. As vice president, I would work closely with the NAESP leadership team to continue advocating for economic and structural support that would encourage aspiring administrators to step into leadership roles in schools across our nation. The role of principal is something that educators should look forward to and not something they avoid.

In addition to advocacy, I will continue to support and expand our mentoring program for new and aspiring principals. NAESP is taking the lead on new principal mentoring and I will use my role to support these efforts.

Working with the NAESP leadership team has been the highlight of my career and I am hoping for the opportunity to give back to this organization as vice president. I will use my experience as a building principal, organizational leader, and NAESP state representative and board member to inspire our members by celebrating our profession. I will develop our existing members by helping them connect virtually and in-person. Finally, I will assure the growth of our organization by cultivating new and aspiring leaders through advocacy and mentoring. My goal is to bring together the members of our organization in a meaningful and inspiring manner to help support all principals and educational leaders reach their full potential.

## Our Principal Mission *is YOU*..... Join Us Today!

Please type or print ☐ New member ☐ Renewing member

Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Position \_\_\_\_\_ School \_\_\_\_\_ Grade Config. \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

School Phone \_\_\_\_\_ School Fax \_\_\_\_\_

Home Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Email Address \_\_\_\_\_

Preferred Address: ☐ Home ☐ School Referred by: \_\_\_\_\_

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