

# TEPSA News

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## 5 Simple Actions You Can Take to Make a Difference for Public Education

**From the desk of: Your TEPSA Advocacy Standing Committee**

*Committee Chair: Mary Johnston, EdD, Rockwall ISD & Vice Chair: Mark T. Basham, Arlington ISD*

As we prepare for the 88<sup>th</sup> Legislature, it is time to take a moment to remind ourselves why we choose this profession and who our customers are. It is imperative that as leaders we take this responsibility seriously.

As principals and supervisors, we must be proactive as the decisions made by our state legislatures directly impact our schools and children. Keep reading and commit to five simple actions that will make a difference.

### **1. Do your research.**

Find Your Representative  
[house.texas.gov/members/find-your-representative/](http://house.texas.gov/members/find-your-representative/)

### **2. Encourage your educators and school communities to vote!**

Teachers love to get a jeans pass after they tweet a picture when they vote. Get more ideas to create a culture of voting at Texas Educators Vote:  
[texaseducatorsvote.com](http://texaseducatorsvote.com) ➔ page 4

## Intentional Mentoring

*By Kenneth D. Davis, EdD*

Throughout the history of humanity, it is apparent humans learn better when they participate in peer-to-peer learning opportunities. Mentoring is another aspect of peer-to-peer learning that presents the mentee with the modeling of behavior that leads to successful outcomes and firsthand experiences by identifying the skills and tools exemplified in leaders. Mentoring is a universal opportunity to build a sense of self, improve personal and/or professional development, create a supportive learning environment, open avenues for exposure to opportunities and possibilities previously unknown, and provide an emotional support system for both the mentor and the mentee.

This is why schools, corporations, and organizations create mentoring programs where leadership mentors frontline and subordinate employees and/or youth. In schools, it is even more effective when mentees are paired with educators who share their same ethnic and cultural beliefs.

The need for mentoring programs has not diminished over time, but because of its benefits for both the mentor and mentee it is in demand even more. Every mentoring relationship should be viewed as mutually beneficial to both the mentor and mentee as they both seek to become a better version ➔ page 6

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of themselves. Their consistent and positive interactions give them the opportunity to view the world and situations through the other person's eyes.

Why does anyone need a mentor? Many have proclaimed it is because they need the guidance to see beyond their limitations to discover opportunities and/or possibilities available to them that have the potential of changing their future for the better. Others have said it is because it gives mentees insight into a realm of knowledge that was unknown to them (the mentee) that they can now envision themselves doing and/or living. Tomorrow is not promised to anyone, and by having a mentor the mentee is provided with the needed information to develop a roadmap to living a better life than they believed was available to them. This is especially true in situations where the circumstances of their birth and/or the cultural, racial, and/or economic disparities dictate their only options in life.

Life is about living, loving, learning, laughing, leading, and living your legacy. Each mentor and mentee live a life that represents what is left behind all while envisioning a world that offers opportunities and possibilities. A life that gives them the permission to take the blinders off and release the scales from their eyes and to see what is there openly and honestly, while being vulnerable to the experience so they both

walk away with a greater understanding of self and the knowledge that nothing is impossible. One that says if I can believe and conceive it (visualize it) and do the work, it can become my reality.

Mentoring programs add such value to any relationship, especially school-related ones. Principals and campus leaders will need to consider someone who has the capacity and ability to support the program, coordinate scheduling and program enrollment for those who need it most, find mentors to support the students consistently, and provide the necessary funding and resources to add exposure opportunities.



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The advertisement features a dark blue header with the 'aha! Process, Inc.' logo on the right. On the left is the 'EMOTIONAL poverty' logo, which includes a colorful brain graphic. The main title 'Emotional Poverty On-Demand Book Study Videos' is in large, bold, blue and red text. Below the title is a paragraph of text: 'Through a series of streaming videos, Ruby Payne guides educators in studies of each of her Emotional Poverty books that can be used with administrators, teachers, and staff. **Special rate for TEPSA Members. Visit [tepsa.org](http://tepsa.org).**' To the left of this text is a portrait of Ruby K. Payne, Ph.D. Below the text are two video thumbnails. The first is titled 'Videos to Guide an Emotional Poverty Book Study by Ruby K. Payne, Ph.D.' and shows the cover of the book 'EMOTIONAL poverty'. The second is titled 'Videos to Guide an Emotional Poverty, Volume 2 Book Study by Ruby K. Payne, Ph.D.' and shows the cover of the book 'EMOTIONAL poverty: How Poverty and Trauma Affect Learning'.