

Name: [REDACTED]

<b>Item # 1</b>			
1a. Priority (highlight below)			
High Priority	Medium Priority	<b>Low Priority</b>	Non-Priority
b. Why?			
<p>This issue is low priority because of the ideas that the student council wants addressed. I believe lunch is a privilege and if you don't like the food bring in a bag lunch. Music is great but I believe it sets an atmosphere and</p>			
2. Response (write out response and explain, include steps such as calls, meetings, and delegation)			
<p>Dear Jack and Sandy,</p> <p>I have read your letter stating your ideas. I think it is great that you are taking an active role in your school as student council representatives. However at this time you have not persuaded me to accept your ideas. I encourage you to research your issues, develop a research-based action plan and present your ideas to a panel of faculty, students and myself.</p> <p>I look forward to assisting you in any way I can.</p> <p>Respectfully,</p> <p>Dr. Brown</p>			
3. Commentary/Connection – How is your response informed by any/all of the following: (a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences			
<p>I know my values and education is very important. In align with our mission to make informed citizens I am assisting these young students in developing ideas into project based presentations. I am asking them to use their persuasion and influence skills to bring an idea from a concept to being fully implemented or not but they will learn through the process. They will learn collaboration, time management and follow through. They will also learn about their own strengths and weaknesses.</p>			

Name: [REDACTED]

<b>Item # 2</b>			
1a. Priority (highlight below)			
<b>High Priority</b>	Medium Priority	Low Priority	Non-Priority
b. Why?			
<p>This is a high priority for 2 reasons: It has a deadline of 6 days and it comes from the Superintendent. This is one of the last pieces I would respond to because it requires more time and research.</p>			
2. Response (write out response and explain, include steps such as calls, meetings, and delegation)			
<p>In this situation I would:</p> <ul style="list-style-type: none"><li>• Research on merit pay and career ladders</li><li>• Create a list of pro and cons.</li><li>• I would run merit pay and career ladders through the four frames, human resource, political, structural and symbolic.</li><li>• Consult with other principals to seek their understanding of these issues.</li><li>• Write Memo to Superintendent by next Friday</li></ul>			
3. Commentary/Connection – How is your response informed by any/all of the following: (a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences			
<p>I don't have a clear understanding of merit pay or career ladders so I would seek to become knowledgeable in this area. Creating a list of pro and cons simultaneously working through the four frames allows me to see these issues from various viewpoints. Who are my stakeholders? What do they have to gain/loss from me being in favor of or against? How will this my effect the school budget? The school district's budget? What will be the criteria for merit-based pay? What will be the criteria for climbing the career ladder? Is this criterion culturally sensitive? Does it take diversity into consideration?</p> <p>This situation lends itself to the utilization of the 7 habit of highly effective people...the superintendent and I am not proactive because the school board prompted this research but as I write my memo I can begin with the end in mind. As I go through the process I seek first to understand...then to be understood, next I put first things first and think win/win...it will be up to the superintendent to synergize the school board.</p>			

Name: [REDACTED]

<b>Item # 3</b>			
1a. Priority (highlight below)			
High Priority	<b>Medium Priority</b>	Low Priority	Non-Priority
b. Why?			
I consider this medium priority for two reasons: It came from my AP and it involves discipline.			
2. Response (write out response and explain, include steps such as calls, meetings, and delegation)			
Email MEMO			
TO: Tim Parker, Assistant Principal FROM: Dr. Brown			
<p>I am enthused that you looking at different ways to address the school discipline problems. IEP's are designed specifically for students with disabilities and I don't believe the right tactic is to assign behavior students IEP. I would like to discuss this issue more in-depth on Wednesday at our regularly weekly meeting. Here are a few resources for you to explore:</p> <ul style="list-style-type: none"><li>• Individualized Learning Plans (ILP) for all students in RI so this might be an additional resource for you to explore.</li><li>• Consult with school psychologist</li><li>• Community Mapping (become familiar with community agencies i.e. mental health support, karate classes, boys and girls club)</li><li>• Wrap around services</li></ul> <p>Additionally, I recently read a book called "Lost At School" by Dr. Green and it frames behavior kids as kids that lack emotional, social and/or academic skills to succeed in school. I think you would find it interesting. I have left it on your desk and look forward to discussing this issue with you on Wednesday, March 16, 2011 at 7:30am.</p> <p>Respectfully,</p> <p>Dr. Brown</p>			
3. Commentary/Connection – How is your response informed by any/all of the following: (a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences			
"Lost at School" really came to mind as I read this MEMO and the benefits of having a school psychologist. When it comes to behavior kids I think wrap around services is the best fit. All			

parties involved, including the student and the family, need to be part of the decision making process. This helps with buy-in and ownership. In order for wrap around services to be effective all parties involved need to be consistent in the message being sent to the student.

As principal I know it is my job to ensure a safe learning environment for all students' including those with discipline problems. In my mindlessness I just assumed my asst. principal had control of the discipline problem.

Name: [REDACTED]

**Item # 4**

1a. Priority (highlight below)

High Priority	Medium Priority	<b>Low Priority</b>	Non-Priority
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b. Why?

We are several months away from the end of the school year and there are other pressing issues.

**2. Response**

(write out response and explain, include steps such as calls, meetings, and delegation)

Written in a little blank card and left on her desk with a small token of my appreciation (her favorite candy)

Dear Ms. Albright,

I got your letter about Mr. Sanders, his memo and his practices. I truly appreciate your assistance and all you do for me and this school. I am currently working on how to end the year and I will get back to you when I have my ideas finalized. Have a great day.

**3. Commentary/Connection – How is your response informed by any/all of the following:**  
(a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences

My response was concentrated on relationship building. I needed her to know that I did get her letter and her words did not fall on deaf ears. I also needed her to know I appreciate her keeping me in the loop and informing me on the culture of the building. The giving of her favorite candy was to let her know I pay attention and here is a small token of my appreciation. I want her to feel valued so I will get feedback from her as I wrap up my ideas.

Name: [REDACTED]

<b>Item # 5</b>			
1a. Priority (highlight below)			
High Priority	<b>Medium Priority</b>	Low Priority	Non-Priority
b. Why?			
It is medium priority because it comes from a parent and she wants to be engage.			
2. Response (write out response and explain, include steps such as calls, meetings, and delegation)			
<p>I would defer this situation to our Family Engagement Coordinator, Ron Mills.</p> <p>Email:</p> <p>Dear Ron,</p> <p>I received a note from a single-parent looking for support from the school in the following areas:</p> <ul style="list-style-type: none"><li>• Afterschool Programming, free if possible</li><li>• Support Group for single parents of our school</li></ul> <p>Her name is Nancy Drive and I have attached her note to this email. Please follow up with Nancy and get back to me by Friday.</p> <p>Thanks,</p> <p>Dr. Brown</p> <p>Phone call &amp; Response Letter to Nancy Drive,</p> <p>Dear Ms. Drive,</p> <p>Per our conversation on the phone, I received your letter and have sought assistance from the Ron Mills, Family Engagement Coordinator. He will help you to find after- school placement for your child and develop a single parent support group. I will address the sensitivity to single parents issue with faculty.</p> <p>Respectfully,</p> <p>Dr. Brown</p>			

3. Commentary/Connection – How is your response informed by any/all of the following:  
 (a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences

ISLLC 4 Community

**Standard 4:**

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Functions:**

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

For me family involvement is very important to a child’s education and as administrators and or faculty we need to make that connection when possible. We shouldn’t limit ourselves to Parent-Teacher conferences for contact. We should call home regularly, for good or bad, and use technology to make advancement in this area. If a single mom can’t make Parent Teacher Conferences, call home, send an email, mail a letter...make the connection someway somehow. Be aware of your community resources so you can assist parents in their needs. If you help the parent(s) you are indirectly helping that student.

Name: [REDACTED]

<b>Item # 6</b>			
1a. Priority (highlight below)			
High Priority	Medium Priority	<b>Low Priority</b>	Non-Priority
b. Why?			
I ranked this low priority because it doesn’t have a deadline but responded to it third because it didn’t require much but a quick email back to Ms. Smith.			

2. Response  
(write out response and explain, include steps such as calls, meetings, and delegation)

Email:

Dear Ms. Smith,

I think it is a great idea that you want to take your kids out because the weather is nice and they are restless however I don't think that will be possible. Please find some alternative way to utilize your classroom to keep the kids from getting restless.

Respectfully,

Dr. Brown

3. Commentary/Connection – How is your response informed by any/all of the following:  
(a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences

**Standard 3:**

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

**C. Promote and protect the welfare and safety of students and staff**

I am not sure of the liability of bringing kids outside. I remember the gym teacher taking us as kids outside but not the language arts teacher. I am sure should could easily connect it to class work but if I allowed it would I be setting a precedent for all teachers to ask for their classes to go outside because the kids are restless. I have to think about the safety of the kids and the teacher.

Name: [REDACTED]

<b>Item # 7</b>			
1a. Priority (highlight below)			
<b>High Priority</b>	Medium Priority	Low Priority	Non-Priority
b. Why?			
It is a threat and needs to be de-escalated. This is the last one I responded to, no particular reason.			
2. Response (write out response and explain, include steps such as calls, meetings, and delegation)			
<ol style="list-style-type: none"><li>1. Check with Mr. Armstrong and get his version of the story first thing Monday morning</li><li>2. Respond to Mrs. Block with a phone call</li></ol>			
I would call Mrs. Block and assure her that we would look into other alternatives methods of discipline in physical education class.			
3. Commentary/Connection – How is your response informed by any/all of the following: (a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences			
I don't want the parent to think she is in control but I also don't want to this to bigger that it has to be. Mrs. Block has already cc'd individuals that have a political interest in this matter.			
I agree with Mrs. Block and believe that the teacher should not be embarrassing or ridiculing any child in front of the class. The teacher should have various discipline methods that he can utilize in his class.			
The mother's ladder of inference			
<ol style="list-style-type: none"><li>1. What did you do</li><li>2. Who does he thinks he is...he know girls don't have upper body strength</li><li>3. He going embarrass my daughter and make her cry, I don't think so</li><li>4. He don't know who I am</li><li>5. I'm going to contact the principal</li><li>6. I'm going to cc the School Board and Superintendent so the principal has to respond</li></ol>			

Name: [REDACTED]

<b>Item # 8</b>			
1a. Priority (highlight below)			
High Priority	Medium Priority	<b>Low Priority</b>	Non-Priority
b. Why?			
This is not a situation that I have to respond to immediately because it doesn't have a deadline.			
2. Response (write out response and explain, include steps such as calls, meetings, and delegation)			
Written Response back to Kay on her note at the top and left in her mailbox.			
Dear Kay Stearn,			
Could you stop by after school today so we can discuss your concerns and come up with a solution that would help the kids' transition smoothly into your class?			
3. Commentary/Connection – How is your response informed by any/all of the following: (a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences			
<b>Standard 2:</b> An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.			
<b>A.</b> Nurture and sustain a culture of collaboration, trust, learning, and high expectations			
I find this situation disheartening because she doesn't feel like she can speak to Bob herself. This speaks to the culture of the building. She doesn't want to say anything to the teacher who is well liked by students and other faculty members. It makes me think of the iceberg activity in class where we discussed the climate above the iceberg but there is an underlying culture in all organizations. After reading her letter I wonder why she doesn't feel empowered to speak to Bob her fellow colleague. She would probably yield better results as his peer than the administrator would as his supervisor.			

Name: [REDACTED]

<b>Item # 9</b>			
1a. Priority (highlight below)			
<b>High Priority</b>	<b>Medium Priority</b>	Low Priority	Non-Priority
b. Why?			
I marked this medium priority because it is from the Teacher's Union President and she wants this item put on the agenda for the next faculty meeting in 2 days.			
2. Response (write out response and explain, include steps such as calls, meetings, and delegation)			
<p>MEMO To: Cathy Collins, Teachers' Union President From: Dr. Brown, Principal</p> <p>I have received your memo expressing the issue of administrator evaluation. This item will be put on the faculty meeting agenda for March 28, 2011. This should give you and the teachers' adequate time to research several forms of administrative evaluations and come to the meeting prepared to share your research and we can proceed from that point. I look forward to hearing the presentation and working with the union to develop an evaluation tool for all faculty, administration and staff.</p>			
3. Commentary/Connection – How is your response informed by any/all of the following: (a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences			
<p><b>Standard 5:</b> An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. <b>Functions:</b>     A. Ensure a system of accountability for every student's academic and social success</p> <p>I choose this standard because it speaks to ensuring a system of accountability and that system should include the principal or any administrator that is responsible for a student's learning.</p> <p><b>Standard 3:</b> An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. <b>Functions:</b></p>			

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

I believe Standard 3 and its functions are applicable because it covers the areas that an administrator should be evaluated on.

Name: [REDACTED]

<b>Item # 10</b>			
1a. Priority (highlight below)			
High Priority	Medium Priority	<b>Low Priority</b>	Non-Priority
b. Why?			
I marked it low-priority because it is not a pressing issue but this is the second item I responded to because it is the easiest to get done and over with.			
2. Response (write out response and explain, include steps such as calls, meetings, and delegation)			
Email			
Dr. Sloan,			
I am pleased that you have sought me out to speak with your class at the University. After reviewing my calendar, I am available on Wednesday October 25, 2011. Please email me with any specific topics you would like me to cover in class that day.			
Yours In Service,			
Dr. Brown			
3. Commentary/Connection – How is your response informed by any/all of the following: (a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences			
<b>Standard 4:</b> An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.			
<b>Functions:</b>			
<b>D. Build and sustain productive relationships with community partners</b>			